





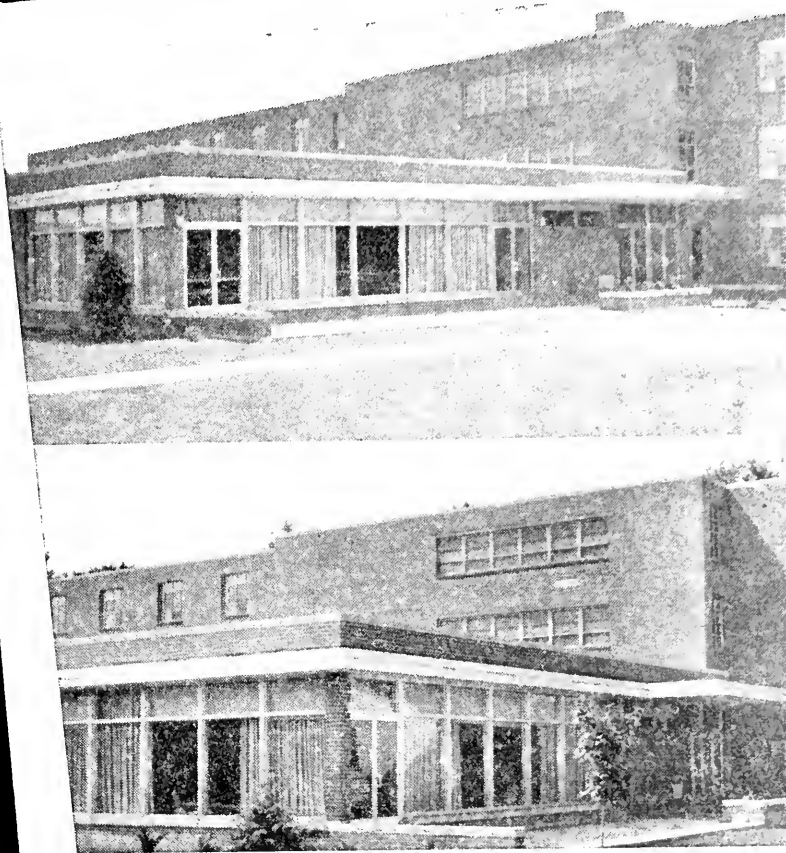
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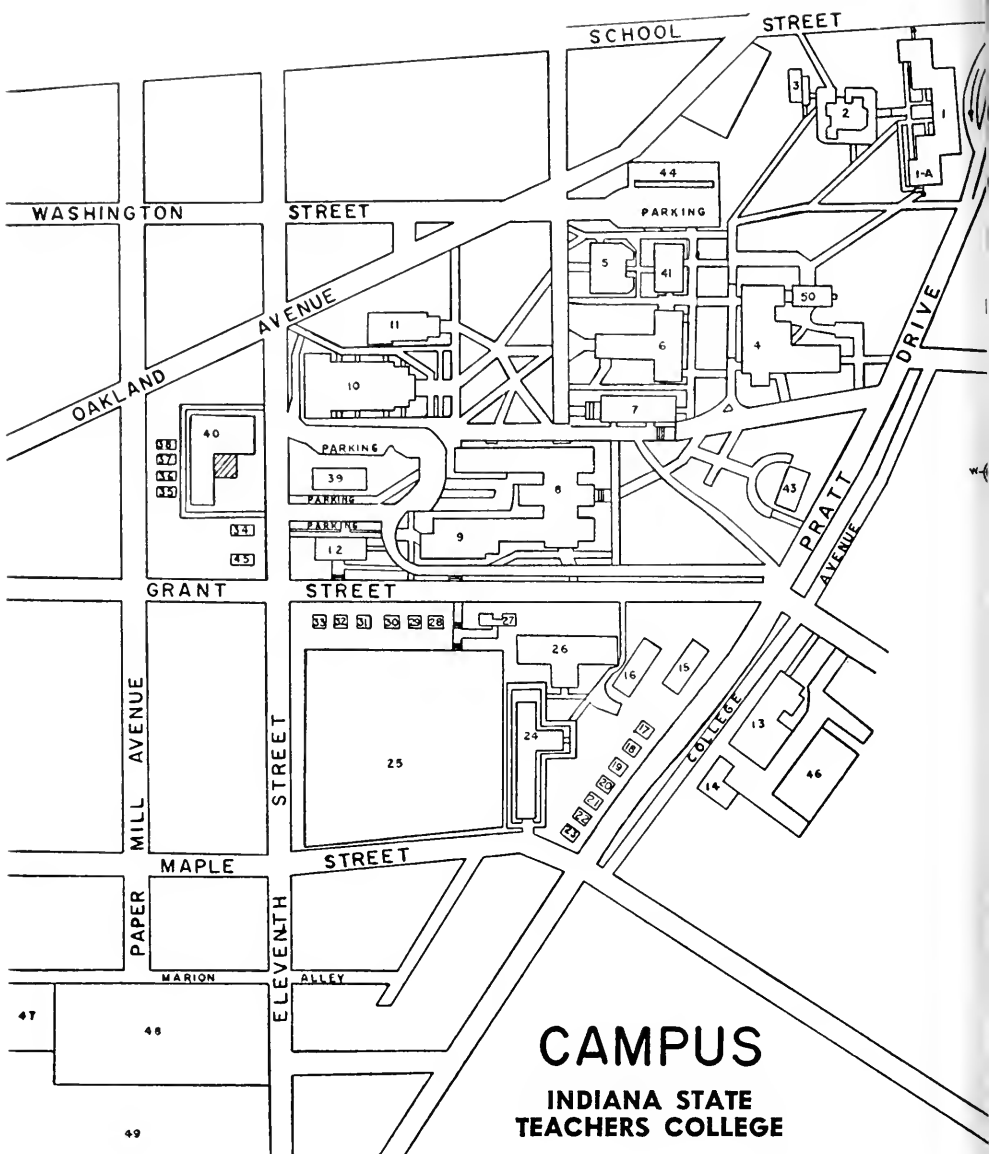


# INDIANA BULLETIN

INDIANA STATE COLLEGE  
INDIANA, PENNSYLVANIA

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1962-63



# CAMPUS

## INDIANA STATE TEACHERS COLLEGE

### KEY TO BUILDINGS

- |                          |                             |                               |
|--------------------------|-----------------------------|-------------------------------|
| 1. Whitmyre Hall         | 17. Cayuga House            | 34. Shawanese House           |
| 1A. Whitmyre Dining Hall | 18. Susquehanna House       | 35. Louise Stanley House      |
| 2. Elkin Hall            | 19. Tuscarora House         | 36. Ellen Richards House      |
| 3. Elkin Annex           | 20. Mohawk House            | 37. College Infirmary         |
| 4. Keith School          | 21. Monegan House           | 38. Lewis House               |
| 5. Wilson Hall           | 22. Seneca House            | 39. Rhodes R. Stabley Library |
| 6. Leonard Hall          | 23. Catawba House           | 40. Cogswell Hall             |
| 7. McElhaney Hall        | 24. Langham Hall            | 41. Walsh Hall                |
| 8. John Sutton Hall      | 25. New Dormitories (women) | 42. Sigma Tau Gamma House     |
| 9. Thomas Sutton Hall    | 26. Wahr Hall               | 43. Flagstone Theater         |
| 10. Fisher Auditorium    | 27. Delaware House          | 44. Faculty Parking           |
| 11. Waller Gymnasium     | 28. Lenape House            | 45. Wyandot House             |
| 12. Clark Hall           | 29. Ottawa House            | 46. Martin Rifle Range        |
| 13. Power House          | 30. Iroquois House          | 47. Tennis Courts             |
| 14. Shop Building        | 31. Pawnee House            | 48. Field House Site          |
| 15. Greenhouse           | 32. Cherokee House          | 49. New Athletic Field        |
| 16. Military Hall        | 33. Sioux House             | 50. Special Education Wing    |

Six privately owned halls used as women's dormitories are located within one block of the main campus. These buildings are as follows: Conestoga Hall (835 Grant Street), Grant Hall (810 Grant Street), Locust House (760 Locust Street), Washington House (240 South Eleventh Street), Algonquin Hall (884 Wayne Avenue), and Wyoming Hall (1156 Oakland Avenue). New Student Union is located just northeast of No. 42.

# INDIANA COLLEGE BULLETIN

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STATE COLLEGE  
INDIANA, PENNSYLVANIA

Catalogue Number  
1962 - 1963



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ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

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# THE INDIANA COLLEGE CALENDAR

## 1962-63

### THE SUMMER SESSIONS

#### Pre-Session

1962-63

Classes Begin ..... June 6

Session Ends ..... June 22

#### Main Session

Classes Begin ..... June 25

Session Ends ..... Aug. 3

#### Post Session

Classes Begin ..... Aug. 6

Session Ends ..... Aug. 24

#### First Semester

Registration and Orientation of Freshmen (Details will be mailed) ..... Wed., Sept. 5

Registration of Upperclassmen ..... Thurs., Fri., Sat., Sept. 6, 7, 8

\*Classes Begin with First Period (Sophomores, Juniors, and Seniors) ..... Mon., Sept. 10

Classes Begin with First Period (Freshmen) ..... Tues., Sept. 11

Thanksgiving Recess Begins at the Close of Classes ..... Tues., Nov. 20

Thanksgiving Recess Ends at 8:00 A.M. .... Mon., Nov. 26

Christmas Recess Begins at the Close of Classes ..... Wed., Dec. 19

Christmas Recess Ends at 8:00 A.M. .... Thurs., Jan. 3

\*\*First Semester Ends at the Close of Final Examinations ..... Tues., Jan. 15

Last Meeting of Saturday Campus Classes ..... Sat., Jan. 12

#### Second Semester

Registration ..... Mon., Tues., Wed., Jan. 21, 22, 23

\*Classes Begin at 8:00 A.M. .... Thurs., Jan. 24

Easter Recess Begins at the Close of Classes ..... Tues., Apr. 9

Easter Recess Ends at 8:00 A.M. .... Tues., Apr. 16

\*\*Second Semester Ends at the Close of Final Examinations ..... Wed., May 22

Alumni Day ..... Sat., May 25

Baccalaureate Services ..... Sun., May 26

Commencement Services ..... Mon., May 27

\*Student Teachers begin prior to this date, depending upon the Center to which assigned.

\*\*Ending date for student teachers may vary, depending upon the school calendar at various Teaching Centers.

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A.B., Franklin and Marshall College; M.S., Pennsylvania State University	
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A.B., Swarthmore College; M.A., University of Pennsylvania; Ed.D., Columbia University	
RALPH W. REYNOLDS	Art
A.B., Beloit College; A.M., State University of Iowa	
OPAL T. RHODES	Chairman, Home Economics
A.B., A.M., University of Illinois; Ed.D., Columbia University	
WILLIS J. RICHARD	Social Studies
A.B., Berea College; M.S., Iowa State University	
MAURICE L. RIDER	English-Speech
B.S., M.A., Ph.D., Ohio State University	
J. MERLE RIFE	Social Studies
A.B., Muskingum College; M.A., Ohio State University	
WANDA P. RIFE	Assistant Librarian
B.S., Ohio State University; M.S., Western Reserve University	
PAUL A. RISHEBERGER	Education-Psychology
A.B., Washington and Jefferson College; A.M., Ph.D., University of Pittsburgh	
ARLENE RISHER	Business
A.B., Mount Union College; Ed.M., University of Pittsburgh	
HAROLD F. ROWE	Education-Psychology
A.B., M.A., University of Redlands; Ed.D., University of Tennessee	
JOHN R. SAHLI	Social Studies
A.B., Geneva College; Ed.M., A.M., Ph.D., University of Pittsburgh	
NORMAN W. SARGENT	Education-Psychology
A.B., Hiram College; A.M., Ohio State University	
ROBERT H. SAYLOR	Education-Psychology
A.B., Juniata College; A.M., D.Ed., Pennsylvania State University	
GEORGE K. SEACRIST	English-Speech
B.S., Indiana State College; M.Litt., University of Pittsburgh	
ROBERT C. SEELHORST	Art
B.S., State College, Indiana, Pennsylvania; Ed.M., Ed.D., Pennsylvania State University	

- CATHERINE P. SHAFFER English-Speech  
A.B., Pennsylvania State University; A.M., Gettysburg College
- LEWIS H. SHAFFER Health and Physical Education  
B.S., Ohio University; Ed.M., Pennsylvania State University
- MILDRED N. SHANK Keith School  
B.S., State College, Indiana, Pennsylvania; M.A., Teachers College, Columbia University
- WALTER T. SHEA Social Studies  
B.A., Morris Harvey College; M.A., University of Wisconsin
- ELWOOD SHEEDER Dean of Men  
B.S., State College, Indiana, Pennsylvania; M.Ed., University of Pittsburgh
- ANNE M. SHELLEY Foreign Languages  
A.B., University of Minnesota; M.A., Tulane University
- ARTHUR G. SHIELDS Science  
B.S., State College, Slippery Rock, Pennsylvania; M.Litt., University of Pittsburgh;  
Ed.D., Pennsylvania State University
- CLEL T. SILVEY Music  
A.B., University of Texas; A.M., Columbia University; M.Mus., Northwestern University  
School of Music; Ph.D., Peabody College for Teachers; Dec.Ch. (Music Diploma) E'cole  
d'Art, France
- FREDERICK W. SINFELT English-Speech  
A.B., A.M., Pennsylvania State University
- JAMES M. SKINNER Military Science  
B.S., Ohio State University
- ROBERT E. SLENKER Art  
B.S., State College, Indiana, Pa.; A.M., Columbia University
- BERT A. SMITH Social Studies  
A.B., University of Nebraska; M.A., University of Missouri
- FANNIE DEE SMITH Home Economics  
B.S., Murray State College; M.S., University of Tennessee
- HELENA M. SMITH English-Speech  
B.S., State College, Indiana, Pennsylvania; M.Ed., Ph.D., Pennsylvania State University
- SAMUEL G. SMITH Health and Physical Education  
B.S., Waynesburg College; Ed.M., University of Pittsburgh
- WILLIAM R. SMITH Mathematics  
B.S., Pennsylvania State University; M.Ed., Harvard University
- DOROTHY M. SNYDER Education-Psychology  
B.S., State College, Indiana, Pennsylvania; A.M., Ed.D., Teachers College, Columbia  
University
- DWIGHT SOLLBERGER Chairman, Science  
B.S., State College, Slippery Rock, Pennsylvania; Ph.D., Cornell University
- GEORGE L. SPINELLI Education-Psychology  
B.S., M.Ed., University of Pittsburgh
- MARTIN L. STAPLETON Science  
B.S., State College, Kutztown, Pennsylvania; M.A., Lehigh University
- ELIZABETH D. STEWART Music  
B.M., American Conservatory, Chicago, Illinois; M.F.A., Ohio University
- MARGARET O. STEWART English-Speech  
A.B., University of Kentucky; A.M., Ph.D., University of Illinois
- LAWRENCE C. STITT Music  
B.S., A.M., New York University
- JAMES K. STONER Business  
B.S., State College, Indiana, Pennsylvania; A.M., Ed.D., University of Pittsburgh
- GEORGE A. W. STOUFFER, JR. Dean of Undergraduate Studies  
B.S., State College, Shippensburg, Pennsylvania; Ed.M., Ed.D., University of Pittsburgh



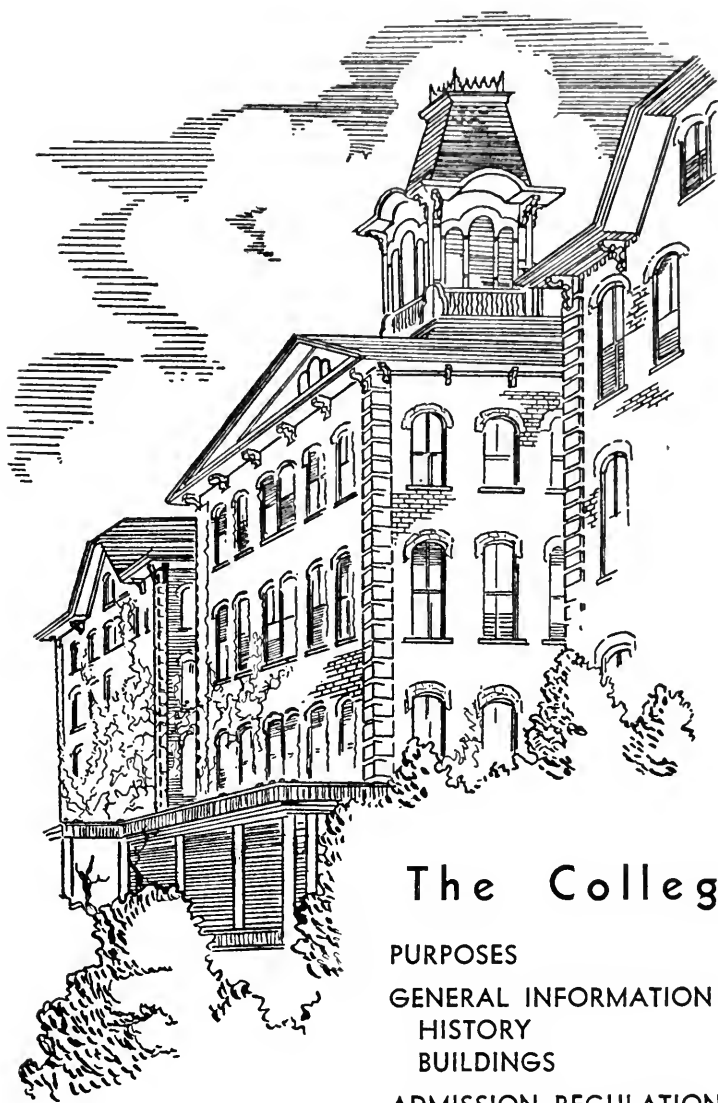
RICHARD M. STRAWCUTTER	Science
B.S., State College, Indiana, Pennsylvania; A.M., Columbia University	
I. LEONARD STRIGHT	Dean of Graduate Studies, Mathematics
A.B., A.M., Allegheny College; Ph.D., Western Reserve University	
CRAIG G. SWAUGER	English-Speech
B.S., State College, Indiana, Pennsylvania; M.Litt., University of Pittsburgh	
LOUISE E. SWEET	Social Studies
A.B., Eastern Michigan University; M.A., Ph.D., University of Michigan	
HAROLD W. THOMAS	Business
B.S., Grove City College, Ed.M., University of Pittsburgh	
RAYMOND THOMAS	English-Speech
B.S., Indiana State College; M.A., Columbia University	
ROBERT N. THOMAS	Geography
B.S., Indiana State College; M.A., University of Pittsburgh	
ALLEN R. TRUBITT	Music
Mus.Ed., M.Mus.Ed., Roosevelt University	
JOSEP VIDAL-LLECHA	Foreign Languages
B.S., B.A., Instituto Nacional de Reus, Spain; LL.B., University of Barcelona, Spain; Ph.D., University of Madrid, Spain	
EUPHEMIA NESBITT WADDELL	Assistant Librarian
A.B., College of Wooster; M.S., Library School, University of Illinois	
PAUL M. WADDELL	Science
A.B., Bethany College; A.M., Cornell University	
RICHARD F. WAECHTER	Science
B.S., Bloomsburg State College; M.S., Bucknell University	
ALBERT J. WAHL	Social Studies
B.S., M.S., Lafayette College; Ed.D., Temple University	
FLORENCE WALLACE	Social Studies
A.B., Wellesley College; A.M., Columbia University	
JOANN E. WALTHOUR	Keith School
B.S., Chatham College; Ed.M., University of Pittsburgh	
ROBERT O. WARREN	Keith School
B.S., State College, Indiana, Pennsylvania; M.Litt., University of Pittsburgh	
CHARLES E. WEBER	Geography
B.A., Montclair State College; M.A., Ed.D., Columbia University	
DON A. WILKINSON	Military Science
B.S., Utah State University	
JAMES C. WILSON	Education-Psychology
B.S., Clarion State College; M.A., Duquesne University	
DAVID C. WINSLOW	Geography
A.B., University of Oklahoma; A.M., University of Nebraska; Ph.D., Clark University	
ROBERT L. WOODARD	Science
B.S., Syracuse University; M.S., State University of New York, Geneseo, New York	
MELVIN R. WOODARD	Mathematics
B.S., Mansfield State College; M.A., University of Illinois	
MILDRED R. YOUNG	Foreign Languages
A.B., Pennsylvania State University; A.M., University of Pittsburgh	
MAURICE M. ZACUR	Keith School
B.S., State College, Indiana, Pennsylvania; M.Ed., University of Pittsburgh	
CYRIL J. ZENISEK	Science
B.S., M.S., Ohio State University	
PATSY A. ZITELLI	Science
A.B., M.Ed., University of Pittsburgh	

## SUPERVISING TEACHERS IN CO-OPERATING SCHOOLS

Anderson, Max — Marion Center	Cree, Delores T. — Westover
Almes, Thomas — Altoona	Crisafulli, Margaret — Davidsville
Apel, Dale — New Kensington	Crist, Zella E. — Altoona
Arabia, Anthony J. — New Kensington	Cross, William — Butler
Armstrong, John — New Kensington	Daniels, James — Penns Manor
Ashworth, Edna — Indiana	Davis, James — Ford City
Bainbridge, Myrle — Greensburg	Davis, Sheldon Keister — Indiana
Balla, Alexander J. — Monroeville	DeGaetano, Arveta — Indiana
Barkhymer, Jessie T. — Johnstown	Doney, John Clifford — Punxsutawney
Bartges, Marie — Ligonier	Dongilla, Thomas — Ford City
Bash, Bernadine J. — Greensburg	Dreikorn, Edward — Johnstown
Batiste, John — New Kensington	Drenner, Donald W. — Davidsville
Bell, Madeline — Commodore	Edder, Margaret — Indiana
Bernardi, Arthur A. — Butler	Erickson, Paul — Monroeville
Binkey, Marjorie — Homer City	Fails, Donald J. — Monroeville
Bisignani, Mary Kay — Hempfield	Fassett, Natalie — Homer City
Bistline, Darwin H. — Altoona	Ferner, Emma — Johnstown
Bloomfield, Kathryn A. — Altoona	Fetterman, Gerald Richard — Punxsutawney
Boblick, John — Marion Center	Fetterman, William — Penns Manor
Bohn, Russell Kenneth — Altoona	Fisher, Betty — Greensburg
Boothman, Isabelle — Greensburg	Fitzmaurice, Vincent — New Kensington
Bowers, Edith Blanche — Punxsutawney	Fleming, Dorothy S. — Indiana
Brennamen, Harold — Avonworth, Pittsburgh	Fox, Cecil — Hollidaysburg
Breon, Paul — Greensburg	Fullerton, Gurney — Penns Manor
Brooks, Edgar James — Altoona	Furrer, Ethelyn C. — Altoona
Broughler, Glenn — Ferndale	Gallo, John E. — Marion Center
Brunelli, Julia — Greensburg	Garrity, James Patrick — Greensburg
Bucar, Paul — Irwin	Gates, E. Jean — Altoona
Buchanan, Kathryn — Indiana	George, James — Indiana
Buchanan, Robert — Indiana	George, Velma B. — Indiana
Buchanan, William George — Commodore	Gerhart, Wade — Greensburg
Burnett, Thomas — New Kensington	Ghrist, Alice — Elderton
Butterbaugh, Beryl — Altoona	Giles, Leah — Commodore
Calvo, Delfino — Derry	Gillman, Ralph Elmer — Johnstown
Carosella, S. Anthony — Johnstown	Glassford, Helen — Indiana
Causo, Paul J. — Ford City	Good, Sherman E. — Derry
Caruso, Victor — Ford City	Graf, Carl E. — Altoona
Cipollini, John — Homer City	Green, Elizabeth — Indiana
Clements, Alice Stewart — Indiana	Green, S. Elizabeth — Geistown
Cole, Shirley C. — Greensburg	Groer, Walter Frank — Pittsburgh
Covode, Nora Grace — Geistown	Hall, Katherine A. — Monroeville
Cramer, Virginia — Penn Hills	Hamilton, Robert W. — Murrys ville

- Handler, Gertrude — Indiana  
Harmon, Daniel — Homer City  
Heaton, Mary Ellen — Indiana  
Heckler, Vicva Wonder — Windber  
Herceg, John — New Kensington  
Hershberger, Nyle — Johnstown  
Hess, James W. — Portage  
Hile, Joan — Clymer (Penns Manor)  
Hill, Marybelle — Indiana  
Hogg, Leroy — Jeannette  
Holstein, William — Indiana  
Hooper, Betty — Richland Twp.  
Horrell, Paul — Derry  
Houk, Sara — Indiana  
Hunter, Betty Stewart — Indiana  
Hunter, Sheldon — Westmont  
Idzkowski, Veva — Westmont  
Ifft, Edity — Butler  
Igo, Robert — Ferndale  
Ingraham, Mary — Irwin  
Ivansic, Rudolph — Johnstown  
Jamison, Clair — Homer City  
Jerko, Beatrice — Commodore  
Johns, Beverly — Geistown  
Johnson, Brian — Marion Center  
Johnston, C. Waldo — Indiana  
Jones, Kathleen — Penn Hills  
Jones, Martha H. — Ebensburg  
Joseph, John A. — Aliquippa  
Joseph, Lambert — Indiana  
Keefer, M. Bernice — Monroeville  
Kelley, Ethel — Turtle Creek  
Kelley, John Kermit — Blairsville  
Kepple, Helen G. — Johnstown  
Kerr, Jane D. — Butler  
Kinkead, Ralph Victor — Greensburg  
Kocerka, George I. — Johnstown  
Kordes, Clarence M. — New Kensington  
Kososki, Walter S. — Davidsville  
Kowallis, Gerald — Penns Manor  
Kropinak, Stephen — Kittanning  
Kunkle, Jean — Indiana  
Kuntz, Barbara — Punxsutawney  
Laird, David H. — Indiana  
Lang, Thomas — Commodore  
Lantz, Eugene L. — Altoona  
Leffler, Forrest L. — Johnstown  
Lewis, Betty — Indiana  
Lewis, Vera H. — Monroeville  
Lingafelt, Donald P. — Altoona  
Long, Kathryn A. — Johnstown  
Long, Thalia W. — Indiana  
Lubold, Martha A. — Commodore  
Lynch, Robert Emmett — Johnstown  
McConnell, Sally — Punxsutawney  
McCormick, Helen — Greensburg  
McCoy, Ronald — Armagh  
McCullough, LaRue Helen — Indiana  
McGregor, Dorothy — Altoona  
McJunkin, Wilma — Indiana  
McKelvey, James G. — Indiana  
McQuilkin, Theodore — Indiana  
McQuilken, William — Richland Township  
Mack, Francis A. — Monroeville  
Mahan, Donald C. — Commodore  
Mahoney, Nora B. — Altoona  
Mannion, Robert J. — Johnstown  
Markle, Ruby — Derry  
Marshall, George A. — Butler  
Mastrocola, Frank L. — Altoona  
Matisko, John — New Kensington  
Mayer, Nova Ruth — Windber  
Meneely, Clyde R. — Punxsutawney  
Metzler, Lois P. — Altoona  
Miller, Richard E. — Marion Center  
Minder, John W. — Hempfield  
Mish, Edward — Blairsville  
Mitchell, Melvin Scott — Punxsutawney  
Molinengo, Alice — Punxsutawney  
Montgomery, Katherine — Greensburg  
Monti, John C. — Altoona  
Mooney, Walter W. — New Kensington  
Moore, Mary E. — Butler  
Munro, Mary Ann — Monroeville  
Nealer, Edward A. — Marion Center  
Neely, Donald — Hollidaysburg

- Nemec, Margaret — Monroeville  
Nichol, Evelyn — Indiana  
Nist, James F. — Penn Hills  
Nix, James M. — Indiana  
O'Leary, Robert — Monroeville  
Oliver, Frank G. — New Kensington  
O'Malley, Dr. Gerard — Johnstown  
Oriss, Bernard M. — North Braddock  
Owens, Lucille — Jeannette  
Palmer, Bain — Marion Center  
Park, Jean M. — Greensburg  
Paul, Edith — Johnstown  
Pifer, Edna Mary — Punxsutawney  
Pino, Bruno — Penns Manor  
Pollock, George Raymond — Indiana  
Potts, Nancy Jane — Monroeville  
Puff, Margaret Catheline — Butler  
Rager, Leola — Ferndale  
Rankin, James Rogers — Indiana  
Recupero, Mary — Indiana  
Reichart, Lillian — Ford City  
Rhodes, Izeta — Johnstown  
Ringer, Alice — Monroeville  
Ritzert, Gertrude — Butler  
Roberts, Florence Elizabeth — New Kensington  
Ruland, Dorothy — Indiana  
Rutter, Gilbert — Hempfield  
Salay, John — Davidsville  
Saunders, Anna J. — Monroeville  
Schall, Mildred Fennell — Ford City  
Schell, Raymond I. — Indiana  
Schrock, Dorothy N. — Commodore  
Servinsky, Stanley Charles — Indiana  
Shaffer, Blanche — Davidsville  
Shaffer, Frank — Indiana  
Shafley, Joseph E. — Monroeville  
Shane, Joseph — Indiana  
Shaw, Francis — Punxsutawney  
Shick, William — Punxsutawney  
Short, Ralph — Hempfield  
Shuma, Edward — Hempfield  
Shuster, Stephen — Greensburg  
Simmons, Robert — Greensburg  
Simpson, Clifford J. — Indiana  
Slezak, Walter — Greensburg  
Sowers, Harold L. — Ford City  
Stathes, Georgia — Derry  
Stewart, Madge Burns — Kittanning  
Stewart, Marion H. — Butler  
Stormer, William C. — Ebensburg  
Stright, Virginia — Indiana  
Stroud, Marian — Ford City  
Sybinsky, Andrew — Hempfield  
Thomas, Eugene H. — Indiana  
Thompson, Marian McMurray — Indiana  
Turley, Sara Jean — Clymer (Penns Manor)  
Unverzagt, Angella — Altoona  
Van Scoyoc, Richard — Altoona  
Voigt, Ruth — Monroeville  
Vollero, Frank, Jr. — Penn Hills  
Vorlage, Ethel — New Kensington  
Walker, Gertrude H. — Indiana  
Walker, Norma E. — Marion Center  
Wareham, C. Roscoe — Altoona  
Waryck, William V. — Hollidaysburg  
Watta, John — Armagh  
Wean, Jean — Elders Ridge  
Weaver, Marion — Ford City  
Weber, Madge — Ford City  
Weber, William C. — Derry  
Weiss, LaNelle — Armagh  
Wellen, Lily Maxine — Derry  
West, Martha — Homer City  
Westrick, Louise — Johnstown  
White, Marilyn Keener — Greensburg  
Wilden, Helen Lucille — Indiana  
Wille, Gladys F. — Clymer (Penns Manor)  
Wilson, Chester A. — Elderton  
Wilson, Thomas — Punxsutawney  
Wingard, Marlin — Windber  
Wood, Dorothy — Punxsutawney  
Woods, Janet A. — Monroeville  
Woomer, Dale W. — Altoona  
Young, Elsie T. — Indiana  
Young, Margaret — Greensburg  
Zbur, Jean — Heilwood



## The College

PURPOSES

GENERAL INFORMATION

HISTORY

BUILDINGS

ADMISSION REGULATIONS

FEES, DEPOSITS,  
REPAYMENTS

SCHOLARSHIPS AND LOANS

REGULATIONS OF  
THE COLLEGE

SPECIAL SERVICES

STUDENT ORGANIZATIONS

## PURPOSES OF THE COLLEGE

In the past the singular function of Indiana State College was the **preparation of teachers** for the public schools of the Commonwealth. Students who pursue this program of studies are granted the degree of **Bachelor of Science** in Education. Recently the college has been authorized to offer studies in the **Liberal Arts and Sciences**. Students who pursue studies in the Liberal Arts and Sciences will be granted the degree of **Bachelor of Arts**.

This edition of the college catalog includes only the provisions relating to the program in teacher education. The next edition will include full provisions of the program in the Liberal Arts and Sciences. The program of general education will be similar for students in teacher education and the liberal arts. The basic studies in the program of general education will be taken largely during the freshman and sophomore years. Students who wish to pursue a program of studies leading to the bachelor of arts degree may begin their studies in general education at the College in 1962.

The primary function of this college is to prepare every student intellectually, physically, spiritually, socially and professionally for adult life which will bring all of the rewards which come from the liberal education which marks institutions of higher learning. The college recognizes that every person, whether he prepares himself to teach or to pursue some other profession or vocation, needs a profound understanding of life values which comes from broad experiences in all areas of learning.

**Intellectually.** Every student who attends Indiana is challenged intellectually by a competent staff in those understandings and appreciations which are so essential to the educated person. In acquiring competence in language considerable emphasis is placed upon the importance of reading, writing, speaking, and listening in new comprehensive communication courses in which each student engages. To give the student a rich background of his heritage, he studies the cultures of the world, the history of mankind, his music, his art, and his literature. Every student is expected to know something of the physical world in which he lives and gains an insight into this area of learning through his courses in the physical sciences and the biological sciences. Recognizing that appreciations as well as understandings are essential to the liberally educated person, all students spend some time in courses which deal with the arts, especially in the graphic arts and in music.

**Physically.** The physical development of students, although recognized by the Greeks as essential, was for many years considered of little importance in institutions of higher education. Fortunately today, the mental and physical health of all college students has been given greater emphasis. At Indiana an attempt has been made to provide as many opportunities as possible for men students to participate in some kind of varsity athletics. This part of the physical

development program has not been extended, however, at the expense of a broad physical activity program in which hundreds of men and women of the college participate. Athletics have been rightfully considered as a part of the program for physical development and not as a means of using the special talents of a relatively few students to provide advertising of questionable value for the college.

**Spiritually.** The State College at Indiana not only provides for the intellectual and physically development of a student, but also emphasizes those spiritual values so essential to a well-adjusted personality. Here one will find students who are enrolled in church-affiliated clubs in the town and who are active in the Student Christian Association, a co-educational religious organization. One will find weekly and monthly meetings of church groups, morning watches at times of religious holidays, monthly vesper services in which students participate and religious exercises conducted by students at the college convocations. One will find an active participation in a religion-in-life week at which time religious leaders of all faiths meet with students in large groups and in small discussion conferences to consider spiritual life problems. Indeed, spiritual growth of students at a state institution need not be neglected and it is not at Indiana.

**Socially.** No less important than the intellectual and physical development of a student is his personal and social growth. At Indiana there are on the campus more than eighty student organizations through which student participation provides an opportunity for personal and social development. The primary function of all these organizations is to assure for every student a chance to develop to the best of his ability desirable personal and social traits.

Emphasis is placed at the college upon student participation in the administration of college affairs. Most men and women students, through dormitory councils, make and enforce their own rules and regulations with respect to their living conditions. The student government of the college, through the student council, recommends rules and regulations for the administration of student affairs. All social activities of the college are carried out through the Student Cooperative Association which levies and collects the activity fee and prepares and administers its own budget. This Cooperative Association finances the college publications, the cultural life programs, the student bookstore, student union and other services directly related to the students' social life.

At the present time the college is developing more fully its student personnel program. Beginning with an orientation program in the freshman year, which seeks to induct students into college life and social life, this student personnel service seeks to assist every student throughout his college career. Better coordination is now being sought among the various services of the college which are related to student welfare such as the instructional service, testing service, health service, clinical service, and others. An advisory program, which provides a faculty adviser for each student, guides effectively the personal and social growth of all students.

**Professionally.** An important function of the college is the professional preparation of the student for teaching in the public schools of the Commonwealth of Pennsylvania, acquired through experiences in professional education and in the laboratory school. It is this unique function which Indiana is especially equipped to perform. Every student is given a broad understanding of the principles of child growth and development, the principles of learning and the principles of teaching. Even more important, however, is the practicum in teaching. On the Indiana campus is one of the most modern, well-equipped and well-staffed laboratory schools in the Commonwealth. In this school, which is operated and administered exclusively by the college, are 350 students and 14 specially-trained supervisors whose sole responsibility it is to initiate students in the actual teaching situation.

### THE COLLEGE, PRESENT AND PAST

A state-owned and state-controlled institution for higher education devoted exclusively to the preparation of teachers for the public schools of Pennsylvania, the State College at Indiana has six curricula all four years in length which lead to the degree of Bachelor of Science in Education and the Provisional College Certificate in the field of the student's election.

The following six curricula are offered:

An Elementary Curriculum designed primarily to prepare teachers for the kindergarten and grades one to six, inclusive.

A Secondary Curriculum designed primarily to prepare teachers for junior and senior high schools.

An Art Curriculum designed primarily to prepare teachers and supervisors of art in the public schools.

A Business Education Curriculum designed primarily to prepare teachers of commercial subjects in the public schools.

A Home Economics Curriculum designed primarily to prepare teachers of home economics in the public schools.

A Music Education Curriculum designed primarily to prepare teachers and supervisors of music in the public schools.

A Special Education Curriculum designed to prepare teachers of the mentally retarded and speech and hearing handicapped.

The college also gives a program leading to the master of education degree with a major in elementary education or a major in one of the secondary education fields or guidance counseling.

In addition the college at Indiana now offers curricula leading to a bachelor of science degree in education for dental hygienists and



public school nurses. Dental hygienists take two years work at an approved technical school and the last two at Indiana. Nurses take three years at an approved nursing school and an additional 45 semester hours work at Indiana.

The college is an approved and fully accredited member of the Middle States Association of Colleges and Secondary Schools and of the American Association of Colleges for Teacher Education, the two acknowledged accrediting agencies for institutions in this region. The fact that this college is a member of these two organizations is of immediate personal importance to the individual student in two ways: first, the student may transfer college credits from one approved institution to another without loss in case he finds it necessary to change colleges; and second, the student who is a graduate of an approved institution is eligible for a better teaching position.

Throughout the entire history of the College at Indiana, great emphasis has been placed on maintaining high academic standards and providing adequate facilities conducive to individual and group growth. The present record and reputation enjoyed by the College have evolved during an eighty-five year history. Growing out of the need for a teacher training institution in western Pennsylvania, the General Assembly passed an act in the legislative session of 1871 granting aid to the establishment of a normal school in the ninth district at Indiana.

The first building was completed and opened for students on May 17, 1875. This building, named John Sutton Hall in honor of the first president of the Board of Trustees, is still in use and in excellent condition. The steady growth of the school has caused a continuous expansion in its building program, which includes a men's dormitory, Walter Murray Whitmyre Hall, first occupied in September, 1952, a new Leonard Hall, a classroom building first used in September, 1954, Corrine Menk Wahr Hall, a women's dormitory opened in May, 1960, J. Nicholas Langham Hall, a men's dormitory opened in May, 1960, Matthew J. Walsh Hall, a science and mathematics classroom building, opened in May, 1960, Cogswell Hall, a music building, opened in May, 1960, and Rhodes R. Stabley Library, opened in May, 1961.

Many new buildings have followed that edifice of tradition — John Sutton Hall. The size and natural beauty of the college campus offer ample opportunity for recreation in an environment conducive to personal enjoyment. The main campus of the college originally 23 acres with one building is now composed of 62 acres on which are located fifteen principal halls, twenty-five other buildings, and three athletic fields. The College Lodge, located a few miles from Indiana, is surrounded by 100 acres of wooded hillside. This not only offers opportunity for nature study by science and conservation classes but also provides an ideal setting for numerous social activities of the college.

In April, 1920, entire control and ownership of the school passed to the Commonwealth of Pennsylvania. In May, 1927, by authority

of the General Assembly, the State Normal School became a college with the right to grant degrees. The name was then changed to the State Teachers College at Indiana, Pennsylvania. In 1960, the name was changed to State College at Indiana, Pennsylvania, deleting the word "Teachers."

Since the founding of the college in 1875, Indiana has graduated approximately 19,500 students, and since the college became a degree-conferring institution in 1927, about 9,500 degrees have been granted. Many of the graduates are organized into a strong Alumni Association with units active in many sections of Pennsylvania and also in New York, Michigan, and the District of Columbia. The Alumni Association cooperates with the college in many projects designed to better the college and for the welfare of the students.

Located in Indiana Borough, Indiana County seat, in the foothills of the Alleghenies at an elevation of about 1,300 feet, the Indiana College is ideally situated for cleanliness and beauty. The College is easily accessible by automobile over excellent state highway routes coming from all sections of the state. These leading routes are route 422 east and west, route 80 northeast and southwest, and route 119 north and south. Bus passenger services operate on frequent schedules to and from Indiana and all nearby cities and towns including Pittsburgh, Altoona, Johnstown, Butler, Punxsutawney, Kittanning, DuBois, Ridgway, New Castle and others. Indiana is also served by bus connections with the main line of the Pennsylvania Railroad at Johnstown and Pittsburgh.

## GROUNDS AND BUILDINGS

The campus of the college at Indiana is frequently described as one of the most beautiful small college campuses in the country. The campus proper located in the central section of the Indiana community, contains about sixty-two acres of land twenty-three of which were in the original area. New athletic playing areas were recently acquired in the community area known as the Glassworks immediately southwest of the main campus. In the center of the campus is the historic oak grove about which are grouped the main buildings, forming three sides of a quadrangle. The rest of the campus is made beautiful by a careful distribution of shrubs, flowers and vines artistically arranged.

**John Sutton Hall** is the largest building. In addition to housing more than 600 women students, it contains the post office, parlors and recreation rooms, the President's apartment, an excellent laundry and ironing room, a shampoo room, and sorority rooms.

**Thomas Sutton Hall**, erected in 1903, an addition to John Sutton Hall, contains the kitchen, dining rooms, and dietitian's office on the first floor, and housing for fifty-two women students on the second and third floors.

**Clark Hall**, named in honor of Justice Silas M. Clark, a former member of the Board of Trustees, was erected in 1906 on the site of a building burned that year. It was used as a men's dormitory until 1924; from 1924 until 1960 it served as a dormitory for women. It has now been reconverted into an administration building containing offices for the president, the deans, graduate studies, public relations, business, and other administrative offices. A coffee shop and student lounge are on the ground floor.

**Wilson Hall** was erected in 1893 as the model school and was named for A. W. Wilson, third president of the Board of Trustees. From 1941 until 1960, the building served as the library for the college. Since 1960 Wilson Hall has been occupied by the Department of Social Studies.

**The Rhodes R. Stabley Library** named for the late Dr. Rhodes R. Stabley, chairman of the English-speech department from 1941 to 1958, was completed in the spring of 1961. The three story building will eventually house 125,000 books and provides study room for about 400 students.

An instructional program in the use of library tools and reference books is carried on by the staff to develop needed skills in library use. The well-organized general holdings of 80,000 volumes are enhanced by the reference collection, 350 current magazines, extensive files of bound and microfilmed magazines and newspapers, state and federal documents, pamphlets, and curriculum materials.

Most materials are available by the "open stack" system which encourages the habit of using books freely. Students having access to all library materials can broaden their education through browsing, as well as widen their interests through intellectual reading.

Comfortable reading areas have been arranged in the library. Exhibits and displays are frequently changed as a means of arousing interest and supplying information.

**Leonard Hall**, named for Jane E. Leonard, for many years preceptress of Indiana Normal School, was erected in 1903 as a recitation building, and was destroyed by fire on April 14, 1952. A new Leonard Hall was constructed by the General State Authority and opened in September, 1954. The new building contains classrooms, laboratories, faculty offices, and the Indiana Film Library.

**David J. Waller Gymnasium** was completed in 1928. It contains two gymnasiums, a fine swimming pool, and all the equipment that goes to make up an efficient physical-education plant.

**Jean R. McElhaney Hall**, completed in 1931 houses the art, business education, and home economics departments, one entire floor being given to each department. This building, both in appearance and in equipment for efficient work, is recognized as one of the finest educational buildings in the state.

**John S. Fisher Auditorium**, completed in 1939, has a seating capacity of 1600, and a well-equipped stage large enough to accommodate a cast of 100 people. Its design facilitates the presentation of intimate drama to a small group or super-spectacles to capacity audiences. Light, air, and sound may all be mechanically controlled by the director of any presentation.

**John A. H. Keith School**, completed in 1939, provides for a program of instruction from kindergarten through tenth grade, primarily for the purposes of observation and demonstration. The secondary program provides for courses in the following fields: academic, commercial, home economics, music, fine and industrial arts and physical education. Other facilities include a library, a gymnasium, and a fine demonstration room with seats for 160 observers, which is a unique feature of the building. The school also contains the offices of the Director of Placement and the Director of Professional Laboratory Experiences.

**Special Education Building**. This building, completed in 1961, is a wing of John A. H. Keith School and houses the speech, reading, and psychological clinics and a classroom.

**Elkin Hall** and six acres of land were bought in 1947. The home has been renovated and houses the foreign language department.

**Military Hall**, a war-surplus structure erected in 1947, is located on Grant Street. It contains offices, storage rooms and two classrooms for the Reserve Officers Training Corps.

The **College Lodge** is an important location in the instructional and recreational life of the college. Owned by students and faculty, the 100 acres of wooded hillside with its rustic lodge and three shelter houses, not only offers opportunity for nature study by science and conservation classes, but is in frequent demand for picnics, meetings, and winter sports.

Houses owned by the College and bordering the campus are occupied principally as dormitories by men and fraternities.

**Catawba House** located at the corner of Maple Street and College Avenue provides facilities for group meeting rooms and serves as the headquarters for the Indiana Art Association.

**Shawanese House** located at 430 South Eleventh Street temporarily houses the Speech and Reading Clinics and the Psychological Clinic and will soon be used as housing for men students.

**Cayuga House** located at 524 Pratt Drive houses offices and one classroom for the Department of Military Science and Tactics.

**Whitmyre Hall**, named for Walter M. Whitmyre, who retired as dean of men in 1954 after serving for thirty-seven years, was completed in 1952. The dormitory houses 210 men students, recreational rooms, music practice rooms, dean of men's office, the dean of men's apartment, and the Whitmyre Dining Hall.

**Langham Hall**, named for Judge J. Nicholas Langham, Indiana County Judge for twenty years and a member of the Board of Trustees of the College for fourteen years, was completed in 1960. This dormitory houses 185 men students, a large recreation area, lounges, study rooms, laundry room, and the office of the assistant dean of men.

The new **Student Union**, which was completed in the fall of 1960 houses a co-educational recreation center, the cooperative bookstore and offices, some student publication offices, and other recreational facilities for students. This building is owned and operated through the Student Union Association Inc. and the Student Cooperative Association Inc.

**Cogswell Hall**, named in honor of Mr. and Mrs. Hamlin E. Cogswell, former music department chairman and his wife — a teacher who composed the Alma Mater, is located on South Eleventh Street. The building, housing music and art classrooms, practice rooms and studios, and a recital hall, was completed in 1960.

**Wahr Hall**, named for Corinne Menk Wahr of the class of 1916 who left a large sum of money to the college for scholarship purposes, is located immediately adjacent to Langham Hall. This dormitory, housing 152 women students, recreation room and lounges, and quarters for an assistant dean of women, was completed in 1960.

**Walsh Hall**, named for Dr. Matthew J. Walsh, longtime professor and dean of instruction at Indiana, is located to the immediate east of Wilson Hall. This building, housing science and mathematics classrooms for 200 students as well as faculty offices, lecture demonstration areas, a museum, and seminar rooms, was completed in 1960.

The **Greenhouse** of the College is used as an experimental and demonstration laboratory by the Science Department in the conducting of biology courses.

The **College Infirmary** is located behind Cogswell Hall off S. 11th St. on Papermill Avenue.

**Louise Stanley and Ellen Richards Houses**, located at the rear of Cogswell Hall off S. 11th St., are used by the seniors of the home economics department for participating in practical home management problems based on actual family needs and expenditures.

**Iroquois House** on Grant Street is comfortably furnished and has convenient kitchen facilities. The Non-Resident Women's League uses the house as a headquarters and lounge for commuting women.

**Home Economics School Lunchroom** is located on the ground floor of Thomas Sutton Hall. Juniors enrolled in School Lunchroom Management I prepare and serve lunches to Keith School pupils, the College faculty and commuting students.

**Memorial Athletic Field**, developed in 1949 as a memorial to students and alumni who served their country in World War II, is

located south of the main campus off Grant Street. This field, seating five thousand persons, is the site of intercollegiate football games. This field will be used during the fall of 1960 but in 1961 football will probably be played on the new athletic field because it is anticipated that the Memorial Athletic Field of the fall of 1960 will become the site for a home economics building and dining room and possibly two more dormitories.

**The New Athletic Field** consisting of about 20 acres is being developed off S. 11th and Glass Streets. Already developed there are a new baseball diamond, six all weather tennis courts, and other facilities including a track. A football stadium is in the process of being developed in this area and a new million dollar fieldhouse is to be placed in this vicinity.

Three new dormitories are now being constructed on the Memorial Athletic Field. Two others are scheduled to be constructed on the Elkin property.

## HOW TO APPLY FOR ADMISSION

1. Application papers and college catalog are available upon request to the Registrar's Office, Indiana State College, Indiana, Pennsylvania.
2. The college will accept application papers from any applicant who has completed his junior year of high school.
3. All applicants are required to have taken the College Entrance Examination Board Scholastic Aptitude Test. Arrangements for these tests should be made through the high school principal or guidance counselor.
4. Results of College Board tests taken during the junior year in high school will be accepted if scores meet minimum requirements for admission. Applicants will be notified of the admissions committee's action.
5. Applicants for admission who have attended other colleges or universities will follow the same general admission requirements but must in addition file an official transcript of their college record and a statement of honorable dismissal.
6. No action on any application will be taken by the admissions committee until all the necessary steps for admission have been completed and all required information is in the hands of the committee.
7. All admission information should be mailed to the Dean of Students' Office, Indiana State College, Indiana, Pennsylvania. The following must be in the hands of the admissions committee before any action can be taken on any application:
  1. Application blank (blue form) — with advance deposit fee of \$25.00 in the form of check or money order made payable to the Commonwealth of Pennsylvania.
  2. High school transcript (white form).
  3. Official transcript of CEEB scores.
  4. For transfer students the official transcript and statement of honorable dismissal.
8. All applicants who are approved for admission to Indiana State College will be required to report to the campus on a designated day for orientation, interviewing, and testing. One of the purposes of this day is to verify the student's choice of his major department and curriculum. The applicant will also be required to bring to the campus a completed medical examination blank (yellow form) in order to complete his application.

## ADMISSION POLICY

All applicants to Indiana State College must meet the following admission requirements:

1. Scholarship as evidenced by graduation from a secondary school.
2. Ability to do college work as determined by the Scholastic Aptitude Test of the College Entrance Examination Board.
3. Ability to succeed in the student's chosen major field as determined by the aptitude test.
4. Satisfactory character and personality traits.
5. Satisfactory health as determined by medical examinations.

These general admission requirements are established by a faculty admissions committee and are administered by the Dean of Students. The admissions committee evaluates all applications in the light of the criteria listed above and either approves or rejects applicants on this basis. The committee will notify all applicants of action taken on applications at the earliest possible date dependent on the receipt of the necessary information required for final processing of the application.

**College Entrance Examination Board Scores.** All applicants to Indiana State College are required to take College Entrance Examination Board tests. Arrangements for these examinations should be made through your high school guidance counselor or by writing directly to the Educational Testing Service, Box 592, Princeton, New Jersey. Applicants are encouraged to take these examinations during their Junior year in high school to insure early action on their applications for admission to college.

**Advanced Standing.** The following regulations govern admission of students with advanced standing.

1. A student desiring to transfer from another college must submit an official transcript of the work taken at his former college together with a statement of honorable dismissal.
2. Credit will be given for acceptable courses pursued in accredited collegiate institutions in which the student has made a grade above the lowest passing grade in the institution in which the work was done. Where grades are marked on a percentage basis, work graded five per cent above the minimum passing grade will be accepted.
3. All students who are candidates for a degree shall be required to arrange a program of studies approved by the Dean of Undergraduate Studies. Any student desiring to pursue any part of this program at a different institution will be required to secure, in advance, the approval of such courses from the Dean of Undergraduate Studies.



No credit can be given for correspondence work toward certification unless such work was completed previous to September, 1926.

A student transferring from another college will be required to meet the same requirements as any other applicant. A student transferring 64 hours or more will be excused from Freshman tests. Students transferring less than 64 hours may be excused from some or all Freshman tests if they have a transcript of their test record sent to the college.

Any other student must take the tests or submit his test records with his transcript of credit. No student may obtain a certificate or degree without a minimum residence of one year in this College. Junior Standing can be attained only after attendance at Indiana for one semester.

**Absence and Tardiness.** The college has no cut system of absenteeism. In case of absence or tardiness, the student will fill out a blank and present it to the teacher for admission to the class.

The teacher will pass judgment on the merits of the excuse and handle the matter accordingly.

The blanks will be available at any department office.

This plan puts the responsibility first upon the student, second upon the teacher, and third upon the Dean of Undergraduate Studies, who may in turn furnish the adviser and the Dean of Men or the Dean of Women with whatever information is necessary for a follow-up.

Whenever a teacher feels that any student has been absent or tardy to an extent that might endanger scholastic standing, the teacher will report the fact promptly to the office of the Dean of Undergraduate Studies.

**Grades.** The following grades are used in reporting the standing of students at the end of each semester or summer term: A, excellent; B, good; C, average; D, passed; F, failed; I, incomplete.

A grade of F can be cleared only by repeating the course in the regular way. The grade of I is used to record work which so far as covered, is of passing grade, but is incomplete because of personal illness or other unavoidable reason. It must be made up within two months after the student returns to college.

**Quality Points.** Quality points are assigned as follows: Grade A, 4 quality points per semester hour; B, 3 quality points per semester hour; C, 2 quality points per semester hour; D, 1 quality point per semester hour and F, no quality points.

To qualify for graduation, a student must have secured twice as many quality points as the number of semester hours he has earned in this college toward his degree. Quality points are not counted on grades from other schools and a student transferring from another

school is held responsible for quality points only on work taken in this College.

**Advisory System.** Purpose of the advisory system is to assist the student in his orientation to college life. Each student is assigned to a faculty adviser who confers with him relative to his program, his activities, his academic work, the evaluation of his progress and his education in values. At mid-semester teachers make reports of unsatisfactory work to the student's adviser. The adviser consults with the student reported with the thought of assisting him to improve his status by the end of the semester.

**Grade Reports.** About a week after each semester or summer session a full report is given or mailed to every student. Parents do not receive reports as it is assumed that college students are sufficiently mature and trustworthy to report the facts to their parents.

**Criteria Governing Continuance in College.** It is expected that a student shall earn twelve hours and twenty-five quality points each semester to continue in good academic standing. A student earning less than 17 quality points in a semester will be dismissed from College.

A student who has earned less than twelve hours and twenty-five quality points in a semester but more than 17 quality points may continue on probation for one semester. During the semester that the student is on probation he will carry a limited program of studies not to exceed 15 semester hours. Where feasible, courses in which he received "D" or "F" grades will be repeated. If the student fails to clear academically by earning 12 semester hours and 25 quality points during the semester of probation, he will be dismissed from the College.

The student who is dismissed from the College under these circumstances will be provided with one opportunity to request readmission to the College and restore himself to good academic standing. He may return to the College after the lapse of at least one year to pursue a complete summer session program consisting of 12 semester hours of work. All grades received for the 12 semester hours must be "C" or better to earn the student the opportunity to request readmission at the conclusion of the summer session.

If the student chooses to avail himself of the procedure provided for him to seek readmission, it will be his responsibility to notify the Office of the Dean of Undergraduate Studies and Office of the Dean of Students by April 1st of the year in which he plans to take the full summer session program. It will also be necessary for him, at that time, to pay his advance deposit fees to provide for his registration in case he is readmitted in the fall semester. If he is not readmitted the fee will be returned.

**Classification of Students.** Students are placed in one of four classes according to progress towards graduation.

A freshman has less than 30 semester hours and 62 quality points.

A sophomore has at least 30 semester hours and 62 quality points but has not attained junior standing. (Transfers having 30 or more semester hours are so classified for one semester.)

A junior has applied for junior standing and has been approved. (See Junior Standing explanation, below.)

A senior has been approved for junior standing and has earned 96 or more semester hours. (Persons holding degrees may be classified as seniors.)

**Junior Standing.** The main purpose of junior standing is to assure certain students that success in the teaching profession is evident; also, that the college intends to recommend him as a teacher if he continues his progress at the same level.

Requirements established for junior standing emphasize the fundamental areas in which the student must develop. It is more than a look at the scholastic record although deficiencies in a student's education must be met.

Formal admission to junior standing is a requisite for continuing the program in teacher education. Students will make application for admission to junior standing during their fourth semester which is just prior to the time they will be beginning an intensified program of professional work. The applications are taken under advisement for approval or disapproval by the Committee on Professional Standards.

Students must meet the following requirements to obtain approval for junior standing:

1. The scholastic record must be "C" average or better for the first two years of work taken by the student, with a minimum of 62 semester hours, and the student must continue in good standing.
2. A passing grade must be attained in Communication I and Communication II. Students who transfer English credits to Indiana and are given credit for Communication II must attain at least a "C" grade in Communication I. If less than a "C" is earned, it will be necessary for the student to take Communication II.
3. An adequate level of achievement as measured by the sophomore examinations in Reading, Writing, Mathematics, Social Studies, and Science will be required. A student who fails any one of the examinations must repeat the test or tests the next semester or summer session he is in college. Some students may be advised to take additional course(s) in the areas where test scores are lowest.

4. The voice must be pleasing and free from objectionable qualities. Students who have failed to pass the speech test are required to take corrective work in the Speech Clinic until their deficiencies, if remediable, have been overcome. Irremediable cases are given special consideration by the committee.
5. A well-balanced record of extra-curricular activities should have been developed in college or home community.
6. The student must have the endorsement of his department. A student who fails to receive the endorsement of his department should clarify his standing with the department or change his major field.

After the first application for Junior Standing only one department change will be permitted. If the student, after his first application, changes his department it is his responsibility to see that his new department has every opportunity to evaluate him as a candidate for approval as a teacher in that particular area. Students who fail to meet the above requirements will be given one semester or summer session to make them up. Students who fail to clear their deficiencies at the time of the second application will be dismissed from the college. The student so dismissed from the College may seek readmission after the lapse of one year.

In this procedure for junior standing the student is treated as an individual who has his own hopes, skills, and desires. Not everyone may be a successful teacher but the College hopes to aid every student in achieving a successful life. If in the junior standing process it is found that the student is not suited for the teaching profession, the college will endeavor to assist him in making an adjustment to a new objective.

Credentials will be examined by the Committee on Professional Standards and decisions will be reached on the basis of all evidence available.

**Eligibility for Student Teaching.** No student will be permitted to do student teaching unless he holds a Certificate of Junior Standing. Also, he must continue to have a "C" average.

Student teaching in the summer session is restricted to those who have had previous work in this school, several years of actual teaching experience or are seeking certification. Application to do student teaching during the summer session should be made before May 15.

**Select Curriculum For Degree Work.** Every student entering the State College, Indiana, Pennsylvania, selects one of the six degree curricula offered at this College. All curricula are four years in length, and all lead to the degree of Bachelor of Science in Education or in some specific field of education and entitle the graduate to the Provisional College Certificate in the field of his election. Any stu-

dent who desires to pursue any part of the selected curriculum at a different institution will be required to secure, in advance, the approval of such courses from the Dean of Undergraduate Studies. Formal application for a degree and a certificate must be made by each candidate for a degree. Consult the individual curriculum for further details.

**Provisional College Certificates.** The Provisional College Certificate is issued to each graduate and entitles him to teach the subjects indicated on the face of the certificate for a period of three years. Three years of successful teaching and the completion of twelve semester hours of additional approved credit enables the holder to have his Certificate made permanent. This is a life certificate to teach the subjects in his field in any public school in the State. The number of semester hours credit needed for permanent certification seems likely to increase in the near future.

The holder of a college certificate in the elementary field may be certified for teaching in the secondary field by adding about 30 hours in secondary education, including six hours' student teaching in the secondary grades, and securing 18 hours of approved credit in a major field or in each of several major fields of secondary education.

The holder of a college certificate in the secondary field or in one of the special fields who wishes to secure certification in the elementary field must secure 30 semester hours of approved training in work definitely organized for the preparation of elementary-school teachers.

## GRADUATE STUDIES AT INDIANA STATE COLLEGE

Graduate work leading to the Master of Education degree has been available at Indiana State College since September, 1957. At present the graduate student may earn this degree by working in any one of the following fields: Biology, Elementary Education, English, Geography, Guidance, Mathematics, Physical Science, Science, Social Studies, Business, and Music.

In each of the programs the thirty hours of course work required for the degree is divided into four categories. The first category involves subject matter concentration in which the student completes from 14 to 22 hours of work. The second area includes 4 to 10 semester hours of work in the area of professional studies and may include a thesis. In the third place every student must take one two-hour course in foundations of education, and finally a two-hour course in Elements of Research is required.

The student has a choice of completing the research requirements for this degree either by preparing a thesis for which 2 to 4 semester hours of credit may be given, or he may complete all thirty hours in course work and, in addition, prepare a research project.

To be eligible to take work in the Indiana Graduate Program a student must:

1. Present a Bachelor's degree from a college or a university that has been accredited by its regional accrediting agency.
2. He must present a transcript of his undergraduate work showing a 2.5 honor point value for all four years of his undergraduate work. The 2.5 assumes a grade of A to have 4 honor points per credit hour, a grade of B to have 3 honor points per credit hour, a grade of C to have 2 honor points per credit hour, and a grade of D to have 1 honor point per credit hour.

If the applicant's undergraduate record does not meet this 2.5 honor point value, he may be admitted by making a satisfactory score on the entrance qualification examination.

3. The applicant must present a Pennsylvania Teaching Certificate or its equivalent. This implies that he have an undergraduate major in the field in which he wishes to concentrate on the graduate level.

For detailed information on the Graduate Program at Indiana, one should write to the Dean of Graduate Studies, Indiana State College, for a copy of the Graduate Bulletin. This publication explains the steps necessary for admission, the requirements for the degree, and an explanation of each program.

## FEES, DEPOSITS, REPAYMENTS

(Subject To Change)

**Basic Fee for Regular Session.** The basic fee for each student in each curriculum is charged as follows:

Elementary Curriculum .....	\$125.00
Secondary Curriculum .....	125.00
Art Curriculum .....	143.00
Business Education Curriculum .....	137.00
Home Economics Curriculum .....	152.00
*Music Education Curriculum .....	170.00

This fee covers registration and the keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine), and laboratory facilities.

Students taking SEVEN or fewer semester hours shall pay at the rate of \$12.50 per semester hour. Students taking more than SEVEN semester hours shall pay the regular basic fees; basic fees for special curriculums shall be prorated on the basis of an eighteen semester hour load.

**Housing Fee.** The housing fee for students is \$288.00 per semester. This includes room, meals in one of the college dining rooms, and laundry of sheets and pillow cases. For rooms with running water there is an added charge of \$9.00 per student per semester. Personal laundry will be done at the college for an additional \$1.00 per week, \$18.00 per semester if desired. Students desiring personal laundry service must so indicate at the time they register. Arrangements made at registration will stand for a full semester.

**Student Activity Fee.** An activity fee is collected from all students and administered through the Student Co-operative Association under regulations approved by the Board of Trustees. This fee of \$20.00 per semester covers the cost of student activities in athletics, lectures, entertainment, student publications, etc., and is payable in one sum for the semester at the time of registration. No activity fee is charged for Saturday campus and extension classes.

**Late Registration Fee.** Each student registering after the date officially set for registration is required to pay an additional fee of \$1.00 per day until the student is in regular attendance (except when permission for late registration has been secured in advance from the President because of illness or other unavoidable causes), provided that the total amount of the late Registration Fee shall not exceed \$5.00. The same regulation shall apply to approved inter-semester payments.

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\*This fee includes private instruction for all work which may be assigned by the Chairman or by the student's adviser, but does not include fees listed under "Private Instruction in Music" on next page.

**Fees For Out-Of-State Students.** Students whose legal residence is out of the State of Pennsylvania, pay the regular basic fee of \$125.00 per semester plus an out-of-state fee of \$168.00 per semester. Out-of-state-students enrolled in curricula other than elementary or secondary pay additional basic fees as follows: Art, \$18.00; Business Education, \$12.00; Home Economics, \$27.00; Music Education, \$45.00.

### SPECIAL FEES

**Private Instruction in Music.** A charge of \$24.00 per semester is made for one lesson per week in voice, piano, band or orchestral instruments to persons not registered in the music department. Members of the music department who wish additional private instruction other than that assigned by the Chairman (and included in their \$145.00 basic fee) pay the same rate for this extra private instruction.

The fee for practice use of piano, band, or orchestral instruments for one period per day is \$6.00 per semester. The fee for practice use of the pipe organ one period per day is \$36.00 per semester. If state-owned instruments are not available, the music department will assist in securing instruments from individuals for students at the current rate of \$8.00 per semester.

**Damage Fee.** Students are responsible for damages, breakage, loss, or delayed return of college property.

**Infirmary Fee.** After three days in the college infirmary the College shall charge students who regularly eat in the college dining room an additional \$1.00 for each day. Students who room at the college but do not eat in the college dining room shall pay \$3.00 per day after the third day. Day students admitted to the infirmary pay board at the rate of \$3.00 a day. This charge includes the regular nurse and regular medical service but does not include special nurse or special medical service.

**Degree Fee.** A fee of \$5.00 to cover the cost of a diploma must be paid by each candidate for a degree.

**Transcript Fees.** A fee of one dollar (\$1.00) shall be charged to the student for each transcript of his record, except that each student upon graduation will be entitled to one transcript without charge.

Transcripts are not issued directly to the student.

**Delinquent Accounts.** No student shall be enrolled, graduated, or receive a transcript of his records until all previous charges have been paid.

**Other Charges.** In addition to the above fees the average student will require approximately \$75.00 per semester for books, gymnasium costume, student organization dues, etc.

**Military Clothing Deposit.** A deposit of \$5.00 must be made by all students at the time of registration, if enrollment in the ROTC



is included. Any balance remaining in the deposit after losses of military clothing have been deducted will be returned at the end of the college year, or sooner, if the student terminates his enrollment in the ROTC.

**Advance Registration Deposit.** A deposit of \$25.00 must be made by all students when registration is requested. A check or money order for this amount must be drawn to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. This is a guarantee of the student's intention to enter college for the term or semester designated. This money is deposited with the Department of Revenue to the credit of the student's basic fee.

**Private Accounts.** As a convenience to students, personal deposits may be made in the Student Co-operative Book Store and drawn against by countercheck from time to time. A small fee will be charged for this service.

## SUMMER SESSIONS FEES

**Basic Fee for Six-Weeks Summer Session.** The fee for the regular Summer Session is \$12.50 per semester hour. A minimum basic fee of \$37.50 is charged.

**Basic Fee for Three-Weeks Pre- and Post-Sessions.** The basic fee for the Pre- and Post-Sessions is \$12.50 per semester hour. A minimum basic fee of \$37.50 is charged.

**Basic Fee for Special Curricula.** In addition to the above fee for the summer sessions, students enrolled in the special curricula will pay the following additional basic fees:

	Summer Session	Pre- Session	Post- Session
Art .....	\$ 6.00	\$3.00	\$3.00
Business Education .....	4.00	2.00	2.00
Home Economics .....	9.00	4.50	4.50
Music Education .....	15.00	7.50	7.50

**Activity Fee.** For the regular summer session the fee is \$7.00 and for the pre- or post-summer sessions, \$3.50.

**Housing Fee.** For the regular summer sessions the fee is \$96.00 and for the pre- and post-sessions, \$48.00. This fee includes room, meals and limited laundry. Rooms with running water carry an extra charge of \$3.00 for the six weeks session. Students who request a double room to occupy alone pay an additional \$2.00 per week.

**Out-of-State Fees.** Students who are not residents of Pennsylvania will pay a basic fee of \$15.00 per semester hour with a minimum charge of \$45.00 for each session. If enrolled in the special curricula they will pay the same special curriculum fees as resident students who are Pennsylvanians.

## REPAYMENTS

No refunds will be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college.

For personal illness, if certified to by an attending physician, or for other reasons approved by the Board of Trustees, the housing and basic fees for that part of the semester which the student does not spend in college will be refunded.

## TIME OF PAYMENTS

Payment in full of all Pre-Session fees .....	June 6, 1962
Payment in full of all regular Summer Session fees .....	June 25, 1962
Payment in full of all Post-Session fees .....	August 6, 1962
Payment for the first half of first semester .....	September 5-8, 1962
Payment for the second half of first semester .....	November 1-5, 1962
Payment for first half of second semester .....	January 21-23, 1963
Payment for second half of second semester .....	March 20-22, 1963

Payment for the entire semester may be made in September and January if desired. Above dates are for 1962-63. Dates for 1963-64 will be about the same. Exact dates for 1963-64 may be secured from the college registrar or business office.

## HOW BILLS AND CHARGES ARE TO BE PAID

All bills, including basic fee, housing fee, extra room rent and special department fees are payable at least nine weeks in advance. Checks should be made payable to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. Checks or money orders must be presented in the exact amount of the account. Book Store purchases are on a cash basis.

Students will not be permitted to enroll for any semester until all bills previously incurred have been paid; nor will credit be certified to other institutions or to the Department of Public Instruction until all overdue accounts have been paid.

Students desiring to leave school before the close of a semester must report to the president, dean of instruction, registrar and to the business office to settle all unpaid accounts.

Meal tickets for visitors can be obtained in the Slater Company office.

All checks must be made payable to the Commonwealth of Pennsylvania, except for the activity fee, which should be made payable to the Treasurer of the Student Co-operative Association.

## SCHOLARSHIPS AND LOANS

By action of the College Loan and Scholarship Committee, all applicants for financial aid at Indiana State College for the semester beginning September, 1963 and thereafter, must submit to the Dean of Students' Office the Parent's Confidential Statement of the College Scholarship Service. A copy of the Parent's Confidential Statement may be obtained from your school counselor, principal, or the College Scholarship Service, Box 176, Princeton, New Jersey.

**State Scholarships.** The Department of Public Instruction annually awards scholarships on the basis of competitive examinations held on the first Friday of May of each year. These are awarded in each county and senatorial district in the state. Each scholarship is worth \$200 a year for four years and may be used at the State Colleges. Inquiries concerning State Scholarships should be sent to Dr. Charlot G. Coffroth, Assistant Director, Credentials Evaluation, Department of Public Instruction, Harrisburg, Pennsylvania.

**Corinne Menk Wahr Scholarships.** Through the generosity of Corinne Menk Wahr, Class of 1916, approximately fifteen scholarships are awarded each year to worthy students. The amounts range from one hundred to one hundred and forty-four dollars, payable in the designated amount for each of four years. Applicants for Wahr Scholarships must be residents of Pennsylvania and must be interested in the teaching profession. Applications may be secured from the Dean of Students. In any one year as many as eighty students may be receiving a total of \$9,000 of Wahr Scholarship money. Policy governing the scholarship fund is established by the Board of Trustees and administered by a committee appointed by the President of the College.

Eight Wahr merit recognition scholarships of fifty dollars each are given each year to students at the college for excellence in certain fields as follows: The student who excels in athletics; the student who contributes the most to campus welfare; the student who does the most to promote the fine arts; the student showing the most initiative in bringing new ideas or action to the Indiana campus; the student evidencing the most professional promise as a teacher; the student with the highest scholarship during the first three years of college; and the student who writes most effectively; and the graduate student with the most commendable record.

**Clark Scholarship.** The Lieutenant Alpheus Bell Clark Memorial Scholarship was established by Mr. and Mrs. Steele Clark, Cherry Tree, Indiana County, in memory of their son. The sum of fifty dollars will be awarded each semester to that young man or woman, a senior in the College and a resident of Indiana County, who in the opinion of a committee chosen by the President, best qualifies for the honor in terms of academic ability, leadership, and service to the College with preference going to a veteran, or a son or daughter of a veteran.

**Morris Scholarships.** The Helen Wood Morris Scholarships were established by Lieutenant-Colonel L. M. Morris, of Altoona in memory of his wife, a graduate of the College. The sum of one hundred dollars will be awarded annually to students selected by a committee named by the institution, one award to a sophomore, the other to a junior. Students chosen must be in the highest quarter of their class, must be in need of financial assistance, and must have demonstrated worthiness in terms of character, personality, leadership and American citizenship.

**Presser Foundation Scholarship.** The Presser Foundation of Philadelphia awards two scholarships each year to music students at the Indiana State College. Interested music students should apply through the chairman of the music department.

**Kappa Delta Pi Scholarships.** The Kappa Delta Pi Scholarship was established by the Beta Gamma Chapter of this college to honor that member of the sophomore class who is judged to be the ideal college student. This award of twenty-five dollars is made each year by a committee of the local chapter and is awarded on the basis of scholarship. The Beta Gamma Chapter beginning with the 1961-62 college year is also offering an award of \$25.00 to the graduate student at Indiana State College with the best academic record.

**American Federation of Women's Clubs Scholarships.** Four scholarships of \$100 each are offered annually to students in the art education department. Funds for these scholarships have been provided by the Western Pennsylvania Branch of the American Federation of Women's Clubs.

**Syntron Foundation Scholarships.** Through the Syntron Foundation of Homer City, four scholarships of \$300 are awarded annually to freshmen. Preference is given to graduates of Laura Lamar, Blairsville and Indiana High Schools. Sixteen scholarships good for four years are in effect each year. Applications must be filed with the Dean of Students by February 1.

**Extension Homemaker Scholarships.** Homemakers participating in the Home Economics Extension program contribute funds annually for scholarships to be given to sophomores, juniors or seniors who are majoring in home economics in several colleges in the state. Indiana awards four on the basis of 4-H experience, need, scholarship and other outstanding characteristics.

**Ethyl V. Oxley Scholarships.** Each year the Alumni of the Home Economics Department awards \$50 scholarships to one, two or three outstanding students in the department. Awards are based on evidence of such characteristics as dependability, initiative in worthwhile professional experiences, accepting responsibility, social sensitivity and sincerity in dealing with people, sense of values, personality and scholarship.

**Anonymous Mathematics Scholarship.** An alumnus of the College has established a \$50.00 scholarship award which is given annually to an upper classman in the mathematics department. The recipient is selected by the mathematics department faculty and is based on academic ability and need.

**Hannah Kent Schoff Memorial Scholarship.** Annually a scholarship worth six hundred dollars (\$600) will be awarded to two entering freshmen at Indiana State College. Applicants must be graduates of Pennsylvania High Schools who wish to prepare for teaching. Application forms may be obtained by writing the Dean of Students' Office, State College, Indiana, Pennsylvania. Applications must be filed prior to March 1st of each year.

**Harriet Farr Davis Scholarship in the Fine Arts.** This scholarship worth fifty dollars (\$50) is awarded each year to a senior in the Art Department who best meets a number of criteria established for this award. This scholarship was established by Dr. Guy P. Davis, a retired member of the faculty, in honor of his wife, Harriet Farr Davis.

**Alpha Omega Gamma Scholarship.** The Alpha Omega Gamma Scholarship was established by the Honorary Geography Fraternity to honor that Freshman geography major who attains the highest overall scholastic standing. This award of twenty-five dollars (\$25) is made each year by a committee of the local chapter in consultation with the Dean of Instruction.

**Alan P. Mewha Geography Memorial Loan Fund.** This fund was established in 1959 and is administered by the faculty of the Geography Department. Juniors and Seniors have priority on loans from this fund. Interest rates are the same as those for the Jane Leonard Fund.

**Elementary Scholarship Award.** Through the generosity of an alumna of the Elementary Education Department, an annual scholarship award of \$50 is made each year to a senior in the Elementary Education Department who has maintained a fine academic record and who has strong professional promise.

**The Lenora Pechan Scholarship.** The Lenora Pechan Scholarship is awarded by Dr. Albert R. Pechan, a member of the Senate of the Commonwealth of Pennsylvania and of the Board of Trustees of the State College, Indiana, Pennsylvania, in the amount of \$100 each year (\$50 each semester) to a sophomore student, a member of the Reserve Officer Training Corps, who has been an outstanding student in the ROTC and whose other academic work is satisfactory. First priority will be given to a student from Armstrong County, selected by the officers of the Reserve Officers Training Corps and the Faculty Scholarship and Loan Committee.

**The Norah E. Zink Football Award.** Dr. Norah E. Zink, a retired professor of the Geography Department of Indiana State College has

established an annual award of \$25 which she gives that member of the varsity football team whose academic average shows the greatest improvement over the previous semester.

**The McCreary Scholarships.** The McCreary Tire and Rubber Company of Indiana is establishing a scholarship program. Scholarship awards will be made to sons and daughters of the McCreary Tire and Rubber employees.

**ROTC Cadet Scholarship Fund.** The Indiana Reserve Officer Training Corps has established a cadet scholarship fund. Each semester a \$50 scholarship award is granted to a member of the Cadet Corps who is maintaining a satisfactory level of performance in both his academic and ROTC work and who is in need of financial help.

**Jane E. Leonard Memorial Loan Fund.** This loan fund was established several years ago and has been built up largely through the work of the faculty and alumni. The fund now totals about \$30,000. The governing board in charge of granting loans consists of a faculty committee appointed by the president of the College. The plan in operation provides for the granting of loans to sophomores, juniors and seniors with interest at two per cent, payable at maturity of the loan. In special cases of emergency a freshman may arrange for a short-term loan during his second semester in college. The maximum outstanding loan to any student cannot exceed \$400. Applications are available at the Dean of Students' Office.

Thirty-day loans not to exceed \$20 are available to all students in cases of emergency. No interest is charged. These loans are available upon application to the Dean of Students, Dean of Men, or Dean of Women.

**National Defense Student Loan Program.** The National Defense Student Loan Program was authorized by the enactment of Public Law 85-864, the National Defense Education Act of 1958. The law requires that each borrower be a full-time undergraduate or graduate student, that he be in need of the amount of his loan to pursue his courses of study, and that he be, in the opinion of his institution, capable of maintaining good standing in his chosen courses of study. The law further provides that special consideration in the selection of loan recipients be given to (a) students with a superior academic background who express a desire to teach in elementary or secondary schools and (b) students whose academic background indicates a superior capacity or preparation in science, mathematics, engineering, or a modern foreign language. A student may borrow for college expenses in one year a sum not exceeding one thousand dollars (\$1,000), and during his entire course in higher education, a sum not exceeding five thousand dollars (\$5,000). Applications are available upon request at the office of the Dean of Students.

**Mack Loan and Scholarship Fund.** A loan and scholarship fund has been established by members of the Mack family to be used for making loan and scholarship grants to worthy students with financial

need. Preference will be given to freshmen and sophomores who can give evidence of academic excellence, financial need, and promise as a future member of the teaching profession. At the present time the maximum loan available is \$200 per year.

**Men's Varsity "I" Loan Fund.** The Men's Varsity I Club has built up a loan fund for members of varsity athletic teams in good standing. Members may borrow not more than \$150.00 per year. Loans are made for a reasonable period of time and are interest free for the first year. Thereafter the interest rate is two per cent per annum.

**Veterans.** Indiana is approved to offer training under the Korean G. I. Bill (Public Law 550) and Public Law 894 (disabled Korean veterans). Students who are entitled to training under one of these bills should contact the Dean of Men, who also serves as Veterans' Counselor, immediately after being accepted for admission to Indiana. The office of the Veterans' Counselor is in room 101, Whitmyre Hall.

Children of a deceased veteran whose death was due to service-related causes may be eligible for educational assistance from the Federal Government under Public Law 634 (War Orphans' Educational Assistance Act). Immediately upon acceptance to Indiana, men and women who may qualify for such assistance should contact Veterans Administration to determine their eligibility. They should report to the Dean of Men before registering at the College if the Veterans Administration approves their training under Public Law 634.



## REGULATIONS OF THE COLLEGE

Enrollment in the College implies an agreement on the part of each student to comply with the customs of the College and to obey the regulations.

**Women's Dining Room Policy.** All freshman, sophomore, and junior women living in college dormitories or the college operated houses shall take meals in the college dining room unless excused by the Dean of Women for good cause. Senior women may eat in the dining room if they so desire. All arrangements for off-campus meals must be made with the Dean of Women before June 1 or January 15. Seniors living off campus who wish to eat in the dining room shall notify the Dean of Women before June 1 or January 15. This policy is subject to change at the close of any semester. Any changes in dining room status during the semester must be approved by the Dean of Women.

**Women's Housing Policy.** All minor single women except those living with immediate relatives, those working for room and board in approved private homes, graduates of other institutions, or veterans are required to live in college dormitories or college operated houses. Married women are expected to arrange for accommodations off campus.

Senior women will find living quarters in town. Names may be placed on a waiting list for dormitory space should such be available.

**Note:** Working for room and board constitutes the giving of twenty hours of work in exchange for room and meals. There shall be no exchange of cash monies except where the employer feels that the employee has done more than her share, or where extra work is done over and above the twenty hours.

Up to April 15, those students who have paid the advance deposit fee will have rooms assigned to them as follows: If they desire to keep the rooms they have, these rooms are re-assigned to them, unless for some reason it is felt wise or necessary to withdraw students from said rooms. As soon after April 15 as possible, the remaining rooms are chosen by lot. Only students who have paid the room reservation deposit may reserve a room for the following year. Otherwise, their assignment to a room is cancelled and they take a place on the list of entering students.

General supervision of the personal and social welfare of women students is exercised by the Dean of Women and head residents. Student body, faculty, and administration cooperate to maintain high standards of social life and conduct. Privileges are granted according to official class ratings based on academic achievement. Restrictions which are put upon the freedom of students are felt to be necessary for successful study and living conditions and for the well-being of the group.

Participation in dormitory government is vested in the Women's Collegiate Association, of which all resident women are automatically members. Representatives from each living unit make up the Council, which serves as a clearing house for discussing difficulties and making recommendations concerning dormitory problems. A Judicial Board administers and enforces association regulations.

**Men's Housing Policy.** Campus rooming facilities are under the supervision of head residents, student hall counselors or house heads, and these are responsible to the Dean of Men and Assistant Dean of Men. This group assists in effecting orderly procedures in resident living. All men, whether living on or off the campus, are expected to abide by the rules and regulations of the College.

Whitmyre Hall is reserved for freshman men. A limited number of freshmen are assigned to live in Langham Hall. The balance of this dormitory is assigned to upperclassmen.

All freshmen, except those who commute from home daily, or who live with relatives, or who are married, shall live in one of the dormitories, or other college property when accommodations are available. Other non-commuting students entering Indiana for the first time shall live in college property when they can be accommodated.

Likewise, upperclass non-commuting men under 21 years of age, shall live in one of the dormitories or other college property when space is available unless excused by the Dean of Men. Priority for assignments shall be to sophomores, juniors, and seniors, in that order.

Non-commuting men who cannot be accommodated on the campus are expected to select rooms in town from an approved list compiled in the office of the Assistant Dean of Men. All financial arrangements are the responsibility of the student and the landlord. The Assistant Dean of Men is responsible for supervising rooming accommodations in town.

The foregoing policy may be changed at the end of any semester.

**Men's Dining Room Policy.** Since the college is primarily a dormitory school where meals are provided, all non-commuting students are expected to take meals in a college dining hall, insofar as accommodations are available. The following statements are based on this policy.

1. All male students living in college buildings shall eat in a college dining room unless excused by the Dean of Men.

2. Men living off campus who wish to eat in a college dining room may do so as long as space is available but they shall make arrangements with the Dean of Men before June 1 or January 15.

3. Cooking in rooms in college buildings is absolutely forbidden.

4. Assignments to a college dining room are on a semester basis except in cases of emergency and when excused by the Dean of Men.

5. This policy is subject to change at the close of any semester.

**Baggage.** All baggage is delivered to the basement of the dormitory to which the student is assigned. Luggage should be plainly marked with the student's name and, if the room assignment has been made, should also bear the room number. Students living in college owned or college controlled houses should mark their baggage with the street address.

**Laundry.** Ten plain pieces per week plus a maximum of four towels may be sent to the college laundry. Three items which require ironing may be done for men students. However, only two men's shirts will be ironed, plus one pair of wash-trousers. No items will be ironed for women students. The college provides each student with a laundered sheet and pillow case each week plus a laundered bed spread twice a month. All pieces sent to the laundry must be plainly marked with the owner's name identified by sewed-on name tapes or indelible ink. Cash's name tapes may be ordered in department stores, or mail orders may be sent direct to the J. & J. Cash, Inc., South Norwalk, Conn. Charges are nominal.

An excellent laundry and ironing room with modern equipment is maintained on the ground floor of John Sutton Hall for the use of women students. Also, laundry facilities are available in Langham Hall for men who reside there.

**Student Supplies.** Students who live in college dormitories are furnished bed linen and bedspreads. Each student must provide blankets, towels, soap, needed toilet articles, etc. Curtains and draperies are provided in Whitmyre Hall, John Sutton Hall, Thomas Sutton Hall, Wahr Hall, and Langham Hall.

Students must also furnish their own gymnasium attire and towels. The Physical Education Department requires regulation gymnasium and pool equipment, which are purchased in the College Book Store.

Each student is required to own a good college dictionary, approved by the English Department. Such a dictionary costs about \$6.00 and can be purchased in the College Book Store. Core courses in English require the dictionary as a standard text; other college courses use it extensively.

**Vacation and Guest Charges.** Students do not remain at the college during Thanksgiving, Christmas, Easter, or summer vacation. Students and teachers are responsible for meals of their guests at current transient rates. The transient rate for meals is as follows: breakfast, 60 cents; lunch, 85 cents; dinner, \$1.25.

A charge of \$1.56 is made for overnight guests. Arrangements should be made with the House Director, or Dean of Women, or Dean of Men, depending on the dormitory involved.

**Fire Precautions.** Students are not permitted to use or to have stoves, heaters or cookers, or other equipment for producing fire or heat in their rooms. Such equipment is prohibited by fire regulations and will be removed and confiscated by the fire inspector.

Smoking in women's dormitory rooms with the exception of Wahr Hall is absolutely forbidden, due to the fire hazard. Radios are permitted. Extension cords are not allowed, and double sockets only as approved by the electrician.

**The Handbook.** The Student Council publishes a handbook which is given to all students. This handbook contains information concerning college organizations, procedures, and routines and is a great help to all students. Another publication, the Freshman Information Booklet, is especially useful in the orientation of freshmen.

**Day Students.** Accommodations for women day students are provided in John Sutton Hall and Iroquois House. Similar quarters for men day students are located in Whitmyre Hall. Library facilities provide pleasant study conditions for non-resident students. Students through their House Committee assume responsibility for care and use of rooms set aside for them. Day students may purchase lunches in the College Cafeteria, the Student Union, or the Clark Hall Coffee Shop.

### SPECIAL SERVICES

**College Infirmary.** Off S. 11th Street behind Cogswell Hall is located the infirmary which is thoroughly equipped for all routine work. Four registered nurses are on the infirmary staff. Medical service is provided by a physician who comes daily to the infirmary. Twelve beds are available where resident students may have three days' free hospitalization. See page 36 for infirmary fees.

**Chest X-rays.** For several years the State Health Department has given chest X-rays to all freshmen and seniors free of charge. This service has been an important step in controlling and preventing tuberculosis in the State.

**Office Hours.** Monday through Friday: 8:00 A. M. to 12:00 Noon; 1:00 P. M. to 5:00 P. M. Saturdays: 8:00 A. M. to 12:00 Noon. Offices are not open Saturday afternoons and Sundays. Offices close at 4:00 P. M. in June, July and August.

**Library Hours.** Monday and Friday: 7:45 A. M. to 5:00 P. M.; 7:00 P. M. to 9:00 P. M., Tuesday and Thursday; 7:45 A. M. to 9:30 P. M., Wednesday: 7:45 A. M. to 9:00 P. M., Saturday: 7:45 A. M. to 5:00 P. M., Sunday: 2:30 P. M. to 5:00 P. M.

**Special Clinics.** Three clinics at the college offer diagnostic testing and remedial services in the following areas:

**Psychological Clinic** — personal, vocational, and educational counseling, and diagnosis of academic and behavior problems.

VIEWS and SCENES  
at  
INDIANA STATE COLLEGE  
Indiana, Pennsylvania





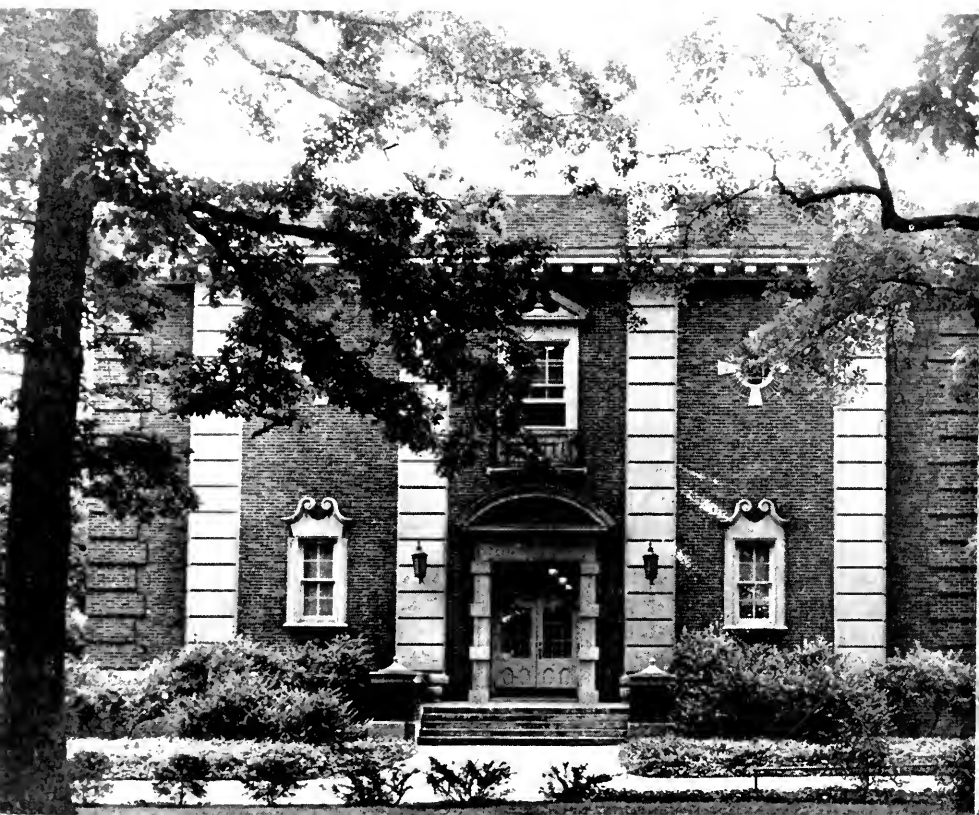
















**Reading Clinic** — diagnosis and remedial programs for reading disabilities.

**Speech Clinic** — diagnosis and remedial programs for the speech handicapped.

These services are made available to the students regularly enrolled at the college as well as to supervisory officials and classroom teachers in the college service area without charge. College students who need help in any of the problem areas suggested above are encouraged to seek the help of the clinic concerned. Every effort is made to help students remove deficiencies which would interfere with their successful progress in college.

**Reserve Officers' Training Corps.** The United States Army has a unit of the Reserve Officers' Training Corps at the college. Male freshman students are expected to take and pass one year of military science. Upon graduation from the regular college course and successful completion of the Reserve Officers' Training Corps Program, the student will receive a second lieutenant's commission in the United States Army Reserve. To make this program possible, deferments from the draft are issued to the students successfully meeting the College and ROTC requirements. Upon graduation, the former student serves on active duty for a period not to exceed two years, if called by the Secretary of the Army. This enables the student to obtain his college degree and then fulfill his obligation to his country. College credit for participation in the Reserve Officers' Training Corps is given in lieu of credit for physical education.

**Placement Service.** The services of the Placement Office are available to all students of the College who receive certification. Placement services are also available to students enrolled in our graduate courses. The directors of the various departments take an active interest in the placement of their graduates. Co-ordination of effort is obtained through a central committee. The Office supplies credentials to employers who are seeking applicants for positions, arranges for interviews, and serves as a center where graduates may keep their records up-to-date. Alumni are using this service increasingly. Teaching positions are not guaranteed by the College, but Indiana's record of placement is one of the very best in Pennsylvania. The Placement Office also receives and makes available to graduates and undergraduates lists of vacancies in summer camp counseling.

**Student Employment.** Students are employed on a part-time basis in a number of departments on the campus. Positions are filled on the basis of financial need and the special abilities required in certain jobs. Students are assigned to such jobs as waiters in the dining room, typists, office clerks, library assistants, relief switchboard and elevator operators, and janitors. Students in need of employment should file an application in the office of the Dean of Students. All assignments to student employment are made by this office. Except in cases of extreme necessity, freshmen should not seek employment, but should plan to concentrate on their college work.



Applications for student employment are not accepted from students until they are actually on campus. To be kept on student employment rolls, the student must earn at least a "C" average in his total academic program.

### THE SUMMER SESSIONS

The Summer School is an integral part of the year's work. Teachers in service and students in regular attendance can secure in the summer session three to twelve hours credit toward any certificate or toward graduation in any curriculum. The courses are planned primarily for those who have had previous work and for those who are accelerating their work. An effort is made to meet all reasonable requests of teachers who are working toward higher certification or toward graduation.

All courses given in the summer session require the same amount of time and are granted the same credit as if taken during a regular semester. The Summer School Bulletin will be mailed to anyone desiring more complete information regarding the courses to be offered.

**Dates.** Three sessions, two of three weeks and one of six weeks, are planned for the summer of 1962. The pre-session will open Wednesday, June 6 and close Friday, June 22. The main session starts Monday, June 25 and continues to Friday, August 3. The post-session opens Monday, August 6 and closes Friday, August 24. It is thus possible for a student to secure three to twelve credits by attending the summer school. Dates for the summer of 1963 may be observed in the college calendar given on page 2 of this catalog.

Address Director of Summer Sessions for special bulletin indicating courses and activities of the Summer Session.

### SATURDAY CAMPUS CLASSES

**Saturday Campus Classes** are held on the campus on Saturdays (generally between 9:00 A. M. and 1:00 P. M.). Courses are arranged according to the demand for them as indicated by teachers who are interested. This is not extension work. It is credited as "residence" work. Classes are scheduled to enable students to earn as much as six semester hours credit each semester. Persons interested should write for a schedule of courses.

The basic fee for Saturday Campus Classes is \$11.00 per semester hour of credit for students who are residents of Pennsylvania with a minimum basic fee of \$33.00 and \$15.00 per semester hour of credit for students other than residents of Pennsylvania with a minimum basic fee of \$45.00. Basic fees for special curricula shall be prorated on the basis of an 18 semester hour load. Not more than six semester hours credit may be earned in one semester by one who is doing full time teaching.

## STUDENT GOVERNMENT

**Student Council** is composed of representatives from all departments of the college. Also, the presidents of several campus-wide organizations automatically become representatives. The president and vice-president of the Student Council are chosen in a campus-wide election. The Student Council is active in making recommendations to the Administration for the improvement of student welfare and is also active in promoting the general welfare of the college and good community relationships. Among the functions of the Student Council are to provide an opportunity for discussion of student problems; to bring the student body, faculty, and administration closer together through a frank understanding of mutual problems and to promote the observance of policies that will lead to improvement of college campus life.

**The Student Cooperative Association, Inc.** A student activity fee is collected from all students and administered through the Student Cooperative Association, Inc. under regulations approved by the Board of Trustees. During the regular school year the fee is \$20.00 per semester; for the Regular Summer Session it is \$7.00; and for the Pre- or Post-Summer Session it is \$3.50. This activity fee, along with the profits from the College Bookstore, is the principal source of income for the Student Cooperative Association. This income is spent in accordance with a budget drawn up by a student-faculty finance committee and approved by the President of the College.

The program of the Student Cooperative Association is extremely broad and has a great influence on the college life of the student body. In general, all college-wide campus activities are operated by the Association and a student is entitled to participate in the variety of activities provided by the Association through the use of his "I" card which is issued to all students at registration.

About one-fourth of the student activity fee is used to finance the construction and operation of the New Student Union building which opened in the fall of 1960. The New Student Union is financed through the Association in accordance with the student approval given to a campus-wide referendum. It will consist of student lounges, a snack bar, dance floor, game room, publication rooms, bookstore and Student Cooperative Association offices.

By their membership in the Student Cooperative Association, Inc., all students are entitled to attend college athletic contests, receive the weekly college paper, "The Indiana Penn," attend all-college dances with music furnished by an orchestra, as well as many other social activities. Funds from the Association are provided to secure programs for the college convocations, motion pictures twice monthly, and also provide the student body with an active intramural program of athletics. Through the Cultural Life Series this Association brings to the campus outstanding professional leaders in the fields of music, the dance, and contemporary affairs.

**The Cultural Life Series**, sponsored by the College Student Co-operative Association, brings to the campus outstanding professional leaders in the fields of music, the dance, and contemporary affairs.

During recent years, this committee has presented Les Grande Ballets Canadiens, Canadian Players, Ltd. in Julius Caesar, Devil's Disciple, and Cherry Orchard, The Weavers—folk and ballad singers, Cilli Wang—Mime, Pittsburgh Symphony, Cleveland Playhouse in Volponi, Emlyn Williams in Dylan Thomas' "A Boy Growing Up," Boston Opera Company, Harry Golden, Ruth Page's Chicago Opera Ballet, and Clement Attlee.

**Women's Collegiate Association.** This organization, composed of all women boarding students, aids in directing the affairs of women students who live in College property and college-controlled houses.

**Men's Student Leagues** are divided into the Resident and Non-Resident organizations. The former aids in directing the affairs of men students who live in college property while the latter represents non-resident men. The presidents of both organizations are members of the Student Council.

## RELIGIOUS ORGANIZATIONS

Although non-denominational the college aims to be a positive religious influence. Students are encouraged to attend the churches of their choice on Sunday and to join the church clubs which offer opportunities for discussion and participation in religious programs. During the year College Vesper programs give opportunities for students to hear outstanding religious leaders of the country. The Christmas Pageant has become a tradition and attracts thousands of people each December.

Through such inter-religious organizations as the S.C.A. and denominational church clubs, students are afforded other avenues for experiences in Christian living in the form of religious meetings, social functions, and opportunities for community service. Attendance at area and district conferences provide opportunities for studying state, national and world religious problems. Another opportunity for religious participation is given in the Religion-in-life Week Program which extends over several days. Speakers and counselors from different denominations speak during this time and aid students in individual and group conferences.

## DEPARTMENTAL GROUPS

The Art Department sponsors the Art Club to stimulate interest in art in the College and the Community. Membership is open to all interested persons. Art students cooperate in such activities as "The Oak," "The Penn," "Student Writes," and college dramatic productions. The Annual Co-operative Exhibition program and the Co-operative Collection of Art are organized and directed by the department



and supported financially by the Student Cooperative Association. Delta Phi Delta's Alpha Lambda Chapter of the national honorary art fraternity sponsors member exhibitions, the clothesline show and other art activities such as the life drawing and painting classes for advanced students.

**The Business Department** sponsors the Junior Chamber of Commerce. Membership is open to all students in the department. Outings are held at the College Lodge in the fall to welcome freshmen and in the spring to honor seniors. Professional meetings provide opportunities for students to take part in panel discussions and to hear outstanding leaders in business education and in the business world. Members of the organization participate in community service projects which the organization sponsors.

**The Elementary Education Department** sponsors a student branch of the Association for Childhood Education International. This organization serves as a focal point for the professional and social activities of students who are majoring in elementary education, and has for its purpose the promotion of the best possible education for children from the nursery school through the elementary grades.

A student planned professional and social program helps the members of the organization to achieve the purpose of the ACE.

**The English and Speech Department** sponsors three campus publications, all of which are underwritten financially by the Student Cooperative Association: "The Indiana Penn," weekly newspaper; "The Indiana Student Writes," annual collection of student creative writing; and "The Cue," the student handbook. Advisory responsibility of a literary nature is also assumed by the Department for "The Oak," the college annual. The Department sponsors "Masquers," an all-college group devoted to drama and the allied arts. The English-Speech Club, whose membership includes all students in the Department, holds a social-professional meeting once each year at the College Lodge as well as numerous other meetings of a purely professional nature throughout the year.

**The Foreign Language Department** sponsors the Foreign Language Club, which is open to all students interested in foreign languages and cultures and to foreign students in attendance at Indiana. For certain activities the Club is subdivided into a student branch of the Alliance Francaise and Los Hispánicos.

**The Geography Department** sponsors two organizations: Alpha Omega Gamma Fraternity, a selected group of outstanding geography students, and the Geographical Society, open to interested students from all curricula. The latter group publishes the Geo-Rite, the departmental paper, offers a tutoring service, and manages the weather observation post, among other activities.

**The Home Economics Department** sponsors a Freshman and an upper class Home Economics Club. Both are affiliated with the Penn-

sylvania and the American Home Economics Association. Delegates are sent to the regional workshop and to state and national conventions. Department majors join and work in the clubs as a preparation for such responsibilities as Future Homemakers of America organizations when teaching. Through club and other department activities such as Merry-Go, High School Day, etc. students gain experience in leadership.

**The Mathematics Department** sponsors a Mathematics Club for all students interested in mathematics. Social and professional meetings are held each semester.

**The Military Science Department** sponsors several extra-curricular activities: An ROTC company of the Association of the United States Army, comprised of Cadet Officers whose objectives are to promote the role of the Army in the defense of the nation, to increase military skill, and to develop the general military background of its members; a Company of the national military honor society, The Pershing Rifles. This organization has exacting academic and military requirements that all cadets are eligible to strive for; the Varsity Rifle Team is coached and managed by the ROTC Department, participation in ROTC is not a prerequisite to placing on the team; the ROTC Band, a select group of student musicians who provide military music for ROTC drill and ceremonies; the Campus Cadet, an organization that provides public information for the ROTC and publishes a bi-weekly mimeographed cadet newspaper; the Kaydeens, a group of young ladies selected annually at the ROTC Queen selection ceremonies who act as uniformed sponsors for the Cadet Corps. This is the only uniformed service organization on the ISC campus; the Military Ball, a student organized and operated formal held annually in the fall semester, at this time the ROTC Queen is crowned and the members of her court, all chosen by the vote of the Cadet Corps, are presented; The ROTC also sponsors an active awards program and an annual visit to a military installation for members of the corps who are qualified and interested in such a visit; all intramural sports are represented by at least one ROTC team; a Cadet Movie Hour is operated twice weekly during the winter months for the entertainment and education of interested cadets.

Membership in these activities are open to all interested Cadets on a voluntary basis.

**The Music Education Department** sponsors many organizations: The College Choir, the Women's Chorus, the Indiana Glee Club, The Mixed Chorus, the Marching Band, the College Symphonic Band, the College Symphony Orchestra, the String Orchestra, the Mellow Men, the Music Educators Club, and a Student Chapter of the Music Educators National Conference. In addition, there are many ensembles which are activated from time to time to provide music for specific occasions.

**The Science Department** sponsors the Science Club, an all-college club for those interested in Science. Membership includes stu-

dents from practically all departments of the college, though naturally the Science Department is more strongly represented than any other department. Programs are provided by local talent or speakers from the outside. Outings and special trips as well as reports on special projects are included in the activities.

**The Social Studies Department** sponsors the Social Studies Society, which is concerned with political, economic and social issues at the local and national level. Affairs of the club are culminated each year by its participation in the Inter-Collegiate Conference on Government at Harrisburg. The department also sponsors the International Relations Club, which is concerned with international affairs, and sends a delegation each year to the Middle States Model United Nations Assembly.

**The Physical Education Department** encourages the formation of sports clubs for those students who are interested in a particular sport.

**Men's Varsity "I."** The Varsity "I" Club is made up of members who have the distinction of winning at least one varsity "I" letter. The chief purpose of the club is to promote and foster good fellowship, sportsmanship, and a friendly feeling of cooperation among the athletes of this and rival colleges.

**Women's Athletic Association Board.** This group is composed of girls who have shown by participation, an interest in athletics. It organizes records of all candidates for awards and promotes extra-college and professional contacts for its own members.

**Women's Athletic Association (Intramural Sports).** The women's athletic activities provide opportunity for college women to practice and improve the skills and strategy learned in the required physical education program. The activities include volleyball, field hockey, tennis, badminton, archery, basketball, table tennis, bowling, softball and swimming. Each activity is set up in either round robin or double elimination tournaments and extends approximately over an eight weeks period. Intercollegiate Sports Days occasionally permit women to compete with other colleges. This opportunity to be hosts to visiting teams and guests at other colleges provides desirable social and educational experiences.

**Men's Intramural Sports.** A well-organized and varied program of sports and athletics is incorporated in the intramural program for men. The program includes the following sports: archery, badminton, tennis, ping pong, wrestling, swimming, track, basketball, volleyball, football (touch), softball, speedball, soccer and other outdoor winter sports.

**Women's Intramural Sports.** The women's athletic activities provide opportunity for college women to learn a variety of sport skills. Each activity, including instruction, practice, and competition extends approximately over a nine-week period. Intercollegiate Sports Days occasionally permit women to compete with other colleges. This

opportunity to be hosts to visiting teams and guests at other colleges provides desirable social and educational experiences.

**Varsity Athletics.** A well rounded program of varsity athletics is provided for the student interested in football, basketball, baseball, tennis, track, wrestling, and golf.

**Red Cross Lifesaving and Swimming.** The college cooperates with the American Red Cross in conducting lifesaving and swimming classes in the college pool. Many students earn their Senior and Instructor's certificates in Lifesaving. This enables these students to work in summer camps and city pools as lifesavers.

### FUTURE TEACHERS OF AMERICA

The John A. H. Keith Chapter of the Student NEA and Student PSEA is a professional organization composed of all seniors and other interested students. Its purpose is "to quicken the interest of young people in the professional side of their educational careers." This organization provides an opportunity for active participation in both state and national education associations with which the seniors will later be associated.

### CLASS ORGANIZATIONS

Each of the four classes — Freshman, Sophomore, Junior, and Senior — has a class organization, holds social and professional meetings, and sponsors a formal dance each year.

### FRATERNITIES

**Honorary Fraternities.** The Beta Gamma Chapter of Kappa Delta Pi, an educational honor fraternity open to both men and women, was inaugurated in 1928. Only juniors and seniors of high scholastic attainment are eligible to membership. Pi Omega Pi, an honorary national fraternity for men and women in business education, is represented on the campus by Kappa Chapter, formed in 1929. Beta Chapter of Gamma Rho Tau, an honorary fraternity for men in business education, was organized in 1929. The Tau Chapter of Kappa Omicron Phi, a national honorary home economics sorority, was established on the campus in June, 1940. The Alpha Lambda Chapter of Delta Phi Delta, a national honorary art fraternity, was installed on the campus March 30, 1946. Alpha Omega Gamma is a local honorary fraternity in geography, organized in 1927. Sigma Alpha Eta, a national professional speech and hearing fraternity, was installed at the college in 1952. Alpha Psi Omega, a national honorary dramatic fraternity, was installed at Indiana in 1953. Zeta Tau Chapter of Phi Mu Alpha Sinfonia, national honorary professional music fraternity for men, was installed May 21, 1953. The Delta Sigma Chapter of Delta Omicron, a national professional music fraternity for women, was installed March, 1953.

**Social Fraternities.** The college believes that fraternities afford opportunities to young men and women for maintaining scholarship,

for developing social poise, and for contributing to the life of the campus, of the community, and of the world at large. Therefore the college encourages the formation of enough fraternity chapters on campus so that every man and every woman who cares to belong to one may have the opportunity.

**Men's Fraternities.** Seven national fraternities have chapters at Indiana. The following fraternities are in operation.

1. Beta Lambda Chapter of Theta Xi, was installed at Indiana on October 28, 1961. It was originally a local fraternity, Delta Gamma Phi, organized in April, 1957.

2. Gamma Pi Chapter of Delta Sigma Phi became a national social fraternity on April 26, 1953. It was organized originally as a local fraternity in December, 1950.

3. The Omega Chapter of Kappa Delta Rho, became a national social fraternity on April 24, 1955. It was organized originally as a local fraternity in February, 1952.

4. Xi Chapter of Sigma Phi Epsilon, a national social fraternity, was established on January 5, 1932. Between this date and 1909 it had been both a local and a national professional fraternity under other names.

5. The Pi Chapter of Sigma Tau Gamma, a national educational and social fraternity, was established on November 8, 1930.

6. Delta Rho Chapter of Tau Kappa Epsilon, a national social fraternity, was established January 30, 1955. This group was originally organized as Phi Alpha Zeta in 1929. Prior to that date it was known by another name, having been established as a fraternal group on June 4, 1908.

7. Epsilon Eta Chapter of Theta Chi, was installed at Indiana on November 2, 1957. It was originally a local fraternity, Delta Sigma Nu, organized in 1949.

**Inter-fraternity Council.** This group is composed of the president, and another member of each of the seven social fraternities operating on the campus. Its purpose is to promote understanding and cooperation among the fraternal groups and to regulate inter-fraternity affairs.

**Women's Fraternities.** Nine national women's fraternities have chapters on the campus: Alpha Sigma Alpha, Alpha Sigma Tau, Beta Sigma Omicron, Delta Zeta, Phi Mu, Sigma Kappa, Sigma Sigma Sigma, Zeta Tau Alpha, and Alpha Gamma Delta. There is one local chapter, Omega Phi.

**Panhellenic Council.** The Panhellenic Council is composed of eighteen representatives, two representatives from each fraternity and a faculty adviser. The purposes of the Panhellenic Council are: to promote a spirit of friendship and cooperation among the fraternities of the college; to encourage chapters to support all campus activities that promote the welfare of the fraternities and of the college; and to regulate matters of common welfare to the fraternities.

## ENROLLMENT BY CURRICULA

First Semester 1961-62

	Men	Women	Total	Total By Curricula
Elementary Curriculum:				
First Year .....	18	204	222	
Second Year .....	27	231	258	
Third Year .....	19	149	168	
Fourth Year .....	23	115	138	
			<hr/>	786
Secondary Curriculum:				
First Year .....	325	206	531	
Second Year .....	362	144	506	
Third Year .....	206	112	318	
Fourth Year .....	193	104	297	
			<hr/>	1652
Art Curriculum:				
First Year .....	18	45	63	
Second Year .....	31	41	72	
Third Year .....	16	26	42	
Fourth Year .....	16	23	39	
			<hr/>	216
Business Curriculum:				
First Year .....	67	52	119	
Second Year .....	79	49	128	
Third Year .....	19	23	42	
Fourth Year .....	40	33	73	
			<hr/>	362
Home Economics Curriculum:				
First Year .....	1	83	84	
Second Year .....	1	95	96	
Third Year .....	1	47	48	
Fourth Year .....	0	55	55	
			<hr/>	283
Music Curriculum:				
First Year .....	31	25	56	
Second Year .....	24	24	48	
Third Year .....	13	14	27	
Fourth Year .....	17	28	45	
			<hr/>	176
Public School Nursing:				
Third Year .....	0	2	2	
			<hr/>	2
Dental Hygienist				
Third Year .....	0	1	1	
			<hr/>	1
Totals .....	<hr/> 1547	<hr/> 1931	<hr/> 3478	<hr/> 3478

## ENROLLMENT BY COUNTIES

## First Semester 1961-62

County	Total	County	Total
Adams	1	Jefferson	71
Allegheny	834	Lackawanna	2
Armstrong	188	Lancaster	5
Beaver	120	Lawrence	53
Bedford	15	Lebanon	5
Berks	9	Lehigh	3
Blair	120	Luzerne	3
Bucks	7	Lycoming	3
Butler	84	McKean	43
Cambria	336	Mercer	60
Cameron	4	Mifflin	5
Carbon	1	Montgomery	8
Centre	17	Northampton	3
Chester	6	Northumberland	1
Clarion	11	Perry	2
Clearfield	70	Philadelphia	2
Clinton	3	Potter	4
Crawford	40	Schuylkill	2
Cumberland	15	Snyder	4
Dauphin	11	Somerset	91
Delaware	11	Tioga	4
Elk	31	Union	1
Erie	43	Venango	26
Fayette	47	Warren	20
Forest	1	Washington	57
Franklin	8	Wayne	1
Fulton	2	Westmoreland	400
Greene	4	York	13
Huntingdon	19		
Indiana	518	Total Pennsylvania Students	3468
		Out of State Students	10
		Total	3478

## SUMMARY OF FIRST SEMESTER 1961-62 ENROLLMENT

Full-Time Students	Regular College Curricula	3478	
	Nurses, Indiana Hospital	24	
	Total Full-Time Students		3502
Part-Time Students	Undergraduate	185	
	Graduate Studies	401	
	Total Part-Time Students		586
	TOTAL COLLEGE ENROLLMENT		
	FIRST SEMESTER 1961-62		4088

## SUMMER SESSIONS 1961

	Under-graduate	Graduate Studies	Total
Pre Session	1100	338	1438
Main Session	1228	456	1684
Post Session	854	299	1153
	3182	1093	4275

# The Curricula

## KEY FOR COURSE NUMBERS

Courses for freshmen are numbered in the 100's, sophomores in the 200's, juniors in the 300's and seniors in the 400's.

Course numbers with zeros are common to all curricula.

Required courses are numbered between 1 and 50 and elective courses are numbered between 51 and 100, within each 100.

Elective courses open to sophomores, juniors, and seniors are listed in the 200's. Elective courses open to juniors and seniors are listed in the 300's.

**Special Note:** A student must get permission to schedule a course numbered higher than the year of his classification.

### Key to Abbreviations Used in Course Numbers

Art—Art	HPe—Health & Physical Education
Biol — Biology	Math—Mathematics
Bus—Business	MS—Military Science
Chem — Chemistry	Mus—Music
Ed—Education	Phys—Physics
E.Sci — Earth Science	Psy—Psychology
El—Elementary	PSN—Public School Nursing
EngS—English-Speech	Rus—Russian
Fr—French	Sci—Science
Geog—Geography	SS—Social Studies
Ger—German	Sp—Spanish
HE—Home Economics	SpH—Speech and Hearing

A description of the department offerings of the college may be found in that part of the catalog which follows. The departments of the college are arranged in alphabetical order. An exception to this arrangement is that the academic departments — English and Speech, Geography, Mathematics, Modern Foreign Languages, Science and Social Studies are to be found under the heading of Secondary Education Departments.



Descriptions of the departments of the college may be found on the following pages.

Department	Page
Art Department .....	63
Business Department .....	70
Education and Psychology Department including Special Education .....	79
Elementary Education .....	89
Health and Physical Education Department including Education for Safe Living .....	94
Home Economics Department and School Food Service Management .....	97
Military Science and Tactics Department .....	105
Music Department .....	109
Public School Dental Hygiene .....	120
Public School Nursing .....	121
Secondary Education Department .....	122
English and Speech Department .....	125
Geography Department .....	133
Mathematics Department .....	139
Modern Foreign Language Department .....	145
Science Department .....	149
Social Studies Department .....	163

## THE ART DEPARTMENT

ORVAL KIPP, Chairman of Department

ROBERT J. CRONAUER  
PATRICIA H. EDEN  
ALICE T. GHRIST  
JOHN A. GHRIST

JOANNE LOVETTE  
LAWRENCE F. McVITTY  
RALPH W. REYNOLDS  
ROBERT SEELHORST

ROBERT E. SLENKER

The art department of the State College, Indiana, Pennsylvania, presents an approved curriculum leading to the degree of bachelor of science in art education. Graduates of this curriculum receive the college provisional certificate to teach arts and crafts in elementary and secondary schools, from the Pennsylvania Department of Public Instruction.

The art curriculum goes beyond the minimum certification requirements in an attempt to provide the student with an education which encourages continued growth rather than terminal training. The attempt to develop an understanding of art by teaching art techniques and skills alone disregards the laws of learning and is not in accord with the best current philosophies of art and education. The art program should give the artist-teacher the ability not only to apply the principles of art and education but also to develop an attitude of research to make a better application of these principles to his own life and to the lives of those he will teach. The course of study is composed of sequences of General Studies, Professional Education, and Art. Successful completion of the work in all fields is a requisite for advanced study in the graduate schools leading to the master's degree and the certification of art supervisors.

Admission to the art department is granted to a candidate after he has met the general entrance requirements of the college and the department. Fitness to pursue the art studies will be assumed if the applicant has normal ability to see and make motor adjustments accordingly; has sensitivity to line, form, and color; and has interest in and liking for art. Continuance in college requires the student to meet the standards of the college in general studies, professional education, and art. Student teaching for one full semester of the senior year gives actual experience in teaching and supervising arts and crafts in the primary, elementary, junior high and senior high schools. The college placement department assists graduates to obtain positions and to advance themselves professionally.

A student's expenses for a college year of thirty-six weeks amount to approximately \$950.00. Books and art supplies are not included in this estimate.

Basic Fee .....	\$143.00
Housing Fee .....	306.00
Activity Fee .....	20.00
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Total for one semester .....	\$469.00

## THE ART CURRICULUM

Sequence of courses subject to change for administrative purposes.

### FIRST SEMESTER

	Hours	
	Clock	Sem.
Eng.S. 101 Communication I	5	5
Sci. 101 Basic Biological Science	4	3
H.Pe. 101 Health Education	2	2
Art 111 Drawing in All Media	4	2
Art 113 Color and Design	4	2
Art 115 Art History I	3	3
	<u>22</u>	<u>17</u>

### SECOND SEMESTER

	Hours	
	Clock	Sem.
Eng.S. 102 Communication II	5	5
Sci. 102 Basic Physical Science	4	3
H.Pe. 102 Physical Education I	2	1
Art 112 Composition & Figure Drawing	4	2
Art 114 Crafts in Elementary Education	4	2
Art 116 Art History II	3	2
	<u>22</u>	<u>15</u>

### THIRD SEMESTER

Eng.S. 201 Literature I	2	2
S.S. 201 History of Civilization I	3	3
Psy. 201 General Psychology	3	3
H.Pe. 203 Physical Education II	2	1
Art 211 Mechanical Drawing and Industrial Design	4	2
Art 213 Lettering Commercial Art and Illustration	6	3
Art 215 Crafts in Metal & Wood	4	2
	<u>24</u>	<u>16</u>

### FOURTH SEMESTER

S.S. 202 History of Civilization II	3	3
Psy. 302 Educational Psychology	3	3
Mus. 101 Introduction to Music	3	2
H.Pe. 204 Physical Education III	2	1
Art 212 Costume & Theater Arts	6	3
Art 214 Modeling and Sculpture	4	2
Art 216 Aesthetics	3	3
	<u>24</u>	<u>17</u>

### FIFTH SEMESTER

S.S. 302 History of U.S. & Pa. II	3	3
Math 111 Fundamentals of Mathematics	3	3
Eng.S. 301 Literature II	2	2
Art 311 Art in Elementary Education	3	3
Art 313 Water Color & Mixed Media	6	3
Art 315 Pottery & Ceramics	6	3
	<u>23</u>	<u>17</u>

### SIXTH SEMESTER

Geog. 111 World Geography	3	3
Ed. 301 Audio-Visual Education	2	2
Ed. 302 History & Philosophy of American Education	3	3
Art 312 Art in Junior-Senior High School	3	3
Art 314 Oil Color & Mixed Media	6	3
Art 316 Jewelry	4	2
	<u>21</u>	<u>16</u>

### SEMESTER VII OR VIII

S.S. 401 American Citizenship	3	3
Art 412 Graphic Arts	6	3
Elect one of the following for	3	3
S.S. 410 Anthropology		
S.S. 420 Philosophy		
Elect any three of the following for	18	9
Art 451 Advanced Crafts		
Art 452 Advanced Ceramics		
Art 453 Advanced Sculpture		
Art 454 Advanced Painting		
Art 455 Advanced Commercial Art		
Art 456 Supervision of Art		
Art 457 Advanced Graphic Art		
Art 458 Art History III		
Art 459 Architecture and Home Planning		
Art 460 Crafts Materials for Activity Teaching		
Art 461 Art Materials Experience for Creative and Mental Growth		
Art 462 Fabrics		

### SEMESTER VII OR VIII

Ed. 421 Student Teaching	30	12
Ed. 422 Professional Practicum Including School Law	2	2
	<u>32</u>	<u>14</u>

## GENERAL EDUCATION COURSE

### Art 101 Introduction to Art

2 cr.

Studies in the understanding and enjoyment of the visual arts as modes of expression, feeling, and communication make up the content of this course. Reproductions, demonstrations, slides, moving pictures as well as field trips to see original works of art, are used in sampling our cultural heritage.

## REQUIRED COURSES FOR ART STUDENTS

Courses are listed in the order in which they should be completed in each field. Subjects in the various fields are carried simultaneously in order to facilitate the development of the student.

## THE BASIC COURSES

### Art 111 Drawing in All Media

2 cr.

Problems in pictorial composition and methods of drawing in perspective as well as dark and light are studied in various media in still life and landscape.

### Art 112 Composition and Figure Drawing

2 cr.

Pictorial design and composition are studied in still life, landscape, and figure arrangement. Figure construction, anatomy, and life drawing are also included.

### Art 113 Color and Design

2 cr.

Basic elements and principles of design and color are studied. Problems in two and three dimensional design are completed.

### Art 114 Crafts in Elementary Education

2 cr.

Crafts experiences are given in various materials and processes suitable to the needs of the elementary teacher. The intention is to develop a creative attitude and resourcefulness in the use of three dimensional materials.

### Art 115 Art History I

3 cr.

The visual arts are examined as modes of expression in relation to the life of the individual in the home and in the community. The period covered is from Prehistoric times to the Renaissance.

## ART EDUCATION

### **Art 311 Art in Elementary Education** 3 cr.

The orientation here is toward the child centered curriculum in which individuals can develop their creative powers to make their best contribution in a democracy. Emphasis is on art education as a process for furthering the total growth of the child, and his art products are evaluated by this criterion. Experience is given with two dimensional materials as they apply to the elementary level. Art programs, planning, and motivation are studied critically.

### **Art 312 Art in Junior and Senior High School** 3 cr.

The relationship of art education to the total secondary curriculum is studied to determine the goals of junior-senior high school art. The adolescent and his creative products are analyzed to help the prospective art teacher identify himself with the problems of his students. Emphasis is placed upon the concept of the adolescent's waning self-confidence in his creative expression and his dire need of aesthetic experiences to help reorient himself.

### **Ed. 421 (Art) Student Teaching (and Directed Student Activities)** 12 cr.

Here the prospective art teacher is given many opportunities, under capable supervision, to guide the creative efforts of students at all age levels in the primary, elementary, junior, and senior high schools. Current philosophies of general and art education are applied in a practical teaching situation. Emphasis is placed on the creative growth of teacher and pupil.

### **Ed. 422 Professional Practicum (including School Law)** 2 cr.

Consideration is given to recent education trends and methods, art curricula, and to planning of art courses for all grade levels. Practicum also includes professional readings, discussions, observations, and the accumulation and organization of pertinent teaching materials.

## ART HISTORY AND AESTHETICS

### **Art 116 Art History II** 3 cr.

This is a continuation of Art History in which appreciation and critical judgment of old and modern masterpieces are goals. The relation of art to the world from the Renaissance to the 20th century is presented. A brief survey of modern art is presented in the latter part of the course.

**Art 216 Aesthetics****3 cr.**

Aesthetics forms a background for creative consideration and feeling within which as individuals we can come to an evaluation and comprehension of the meaning of art and the intention of the artist. Theories of the essential character of art and its relationship to life are discussed.

**Art 458 Art History III****3 cr.**

The great revolutionary movements which began about 1850 and the trends of contemporary arts are vital to the art students of today. This course completes the sequence in the History of Art through the ages.

## **CRAFTS**

**Art 215 Crafts in Metal and Wood****2 cr.**

In this course the student is given an opportunity to develop his design awareness through experiencing those craft processes associated with wood and metal. Hand and power tools are used to experiment with these materials in discovering inherent design and construction possibilities.

**Art 214 Modeling and Sculpture****2 cr.**

This experience offers the student an opportunity to develop a personal expression while acquiring knowledge of three dimensional design related to sculpture and modeling. He becomes familiar with the structural nature of terra cotta, sheet material, wire, plaster, wood and stone. This is a basic course in which the materials are treated experimentally to achieve an interpretation of the material by hand and tool.

**Art 315 Pottery and Ceramics****3 cr.**

This is a creative experience directed toward the teaching of craftsmanship in ceramic art. Basic procedures of building forms by hand and wheel are performed in this course. Students also work with decoration and learn the fundamentals of kiln operation and glazing.

**Art 316 Jewelry****2 cr.**

The jeweler's art is approached from the point of view of the creative craftsman who has to learn the metal arts processes associated with jewelry making. The lapidary arts, silver-smithing, and enameling are experienced.

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## DESIGN, DRAWING, AND PAINTING

### Art 211 Mechanical Drawing and Industrial Design 2 cr.

The principles and methods of instrumental drawing and shape description are studied in theory and in practice. Modern industrial design practices are studied through the planning and building of three dimensional products.

### Art 212 Costume and Theater Arts 3 cr.

Color and design are used to solve problems in school and college dramatics and pageantry. Theory and practice in the design, construction, painting of scenery, lighting, costume, and properties are basic experiences.

### Art 313 Water Color and Mixed Media 3 cr.

The material of the course is primarily concerned with transparent water color painting but includes work in gouache and mixed media. The work begins with a study of brush strokes and realistic on-the-spot painting and progresses through creative realism, semi-abstract, and non-figurative approaches.

### Art 314 Oil Color and Mixed Media 3 cr.

This is a beginning course in the field of painting with opaque, plastic media. The student is introduced to the technical as well as the aesthetic bases of painting with a creative approach to the design possibilities inherent in these plastic materials and their associated processes.

## COMMERCIAL ART AND ILLUSTRATION

### Art 213 Lettering, Commercial Art and Illustration 3 cr.

Design is the major concern in this study of the methods of planning and preparing art work for reproduction including lettering, layout, and illustration. Single stroke pen and brush types of lettering are practiced for rapid execution in making signs, showcards, and posters.

### Art 412 Graphic Arts 3 cr.

The techniques of graphic expression studied are, etching, lithography, block printing, photography, engraving, and silk screen printing.

**ELECTIVES IN THE ART CURRICULUM**

<b>Art 451 Advanced Crafts</b>	<b>3 credits</b>
<b>Art 452 Advanced Ceramics</b>	<b>3 credits</b>
<b>Art 453 Advanced Sculpture</b>	<b>3 credits</b>
<b>Art 454 Advanced Painting</b>	<b>3 credits</b>
<b>Art 455 Advanced Commercial Art</b>	<b>3 credits</b>
<b>Art 456 Supervision of Art</b>	<b>3 credits</b>
<b>Art 457 Advanced Graphic Art</b>	<b>3 credits</b>
<b>Art 458 Art History III</b>	<b>3 credits</b>
<b>Art 459 Architecture and Home Planning</b>	<b>3 credits</b>

With the foundations already laid in three years of college art work the student may elect advanced courses offered in the senior year. The work will be mainly individual, experimental, and in depth with the aim of helping the student to make the transition from the position of student in the college classroom with directed studies to the position of artist-teacher in his own classroom directing student learning. These studio-workshop courses will stress advanced techniques in the field of study from the old masters and master craftsmen to the best arts and crafts techniques of today. Individual exploration and experimentation will be required.

<b>Art 460 Crafts Materials Experience for Activity Teaching</b>	<b>3 cr.</b>
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Craft experiences are given in various media suitable to the needs of the elementary teacher, teacher of special education, and scout leader. Developing a creative attitude to and resourcefulness in the use of art materials and their part in teaching will be stressed in the study of three dimensional design and crafts.

<b>Art 461 Art Materials Experience for Creative and Mental Growth</b>	<b>3 cr.</b>
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The work will encompass a study of the growth pattern as evidenced in children's art expression. Child art will be evaluated and interpreted in regard to drawing and painting expression in an art program. Research studies in art education will be reviewed. Art experiences are given in various media suitable to the needs of the elementary teacher, teacher of special education, and scout leader. The arts and crafts will feature two dimensional design.



**Art 462 Fabrics** 3 cr.

This involves the study of the construction, decoration, use, and history to textiles. Weaving, silk screen printing, block printing, applique, and embroidery will be techniques used in building and decoration.

**REQUIRED COURSE IN ART FOR ELEMENTARY STUDENTS****El 213 Art for Elementary Grades** 2 cr.

The creative growth and development of children are studied. Students are given experiences in the basic art materials and media, as well as opportunity to plan art motivations for children.

**ELECTIVES IN ART FOR  
ELEMENTARY AND OTHER STUDENTS****El 214 Teaching Art in Elementary Grades** 3 cr.

This course provides the student with a wide variety of two and three dimensional art experiences with the emphasis on a developmental sequence from simple to more complex variations of a craft. Emphasis is placed on the creative challenges of the art experience.

**El 319 Art in the Integrated Program** 3 cr.

Current art problems and experiences are presented to integrate for the elementary teacher the philosophy and practices of art with general education.

**Art 330 Arts and Crafts for Teachers of Special Education  
and the Mentally Retarded** 3 cr.

The materials and processes of arts and crafts are studied for opportunities they offer in the training, therapy, and education of students who are mentally retarded, crippled, or need special help for any reason. The feeling of achievement and the good emotional state which come with expression at the level of the individual's ability are examined to show teachers how they may be achieved and used in education.

**REQUIRED COURSES IN ART FOR  
HOME ECONOMICS MAJORS****HE 213 Principles of Design** 2 cr.

An understanding of design theory is gained through manipulation of materials. A progression of two and three dimensional craft experiences allows the students to give active attention to design factors in working out the aesthetic problems involved. Related art problems the student may face on the secondary level are given consideration.

## THE BUSINESS DEPARTMENT

ALBERT E. DRUMHELLER, Chairman of Department

MARY JANE BOERING  
CHARLES H. DUNCAN  
BEATRICE F. HICKS  
PATRICIA PATTERSON

JOHN POLESKY  
ARLENE RISHER  
JAMES K. STONER  
HAROLD W. THOMAS

The State Department of Public Instruction has especially designated the State College at Indiana as one in which teachers of business for the high schools of the Commonwealth may be certified. The curriculum is four years in length, leading to the degree of Bachelor of Science in Education. Those who complete the work as outlined are prepared either to supervise or teach business subjects in any of the high schools of the Commonwealth and are certified accordingly. An excellent opportunity is available here for men and women of high calibre who possess the ability, personality, and ambition requisite for success in this type of work.

**EQUIPMENT** — The department is well equipped with modern office machines. Instruction is given on electric and manual typewriters, full keyboard adding-listing machines, ten key adding-listing machines, ten-key printing calculators, rotary calculators, key driven calculators, stencil duplicators, liquid process duplicators, dictaphones, and bookkeeping machines. Regular replacement of equipment assures students of modern machines kept in good repair.

**EXPENSES.** The expense for a college year of 36 weeks will amount to about \$950.00 for boarding students. This will cover board, laundry, activity, and basic fees. The costs for one semester are itemized below, but are subject to change. Books and supplies are not included.

Basic Fee (Payable in two installments) .....	\$137.00
Housing Fee (Payable in two installments) .....	306.00
Activity Fee .....	20.00
Total for one semester .....	<u>\$453.00</u>

## EXPLANATION OF THE CURRICULUM

Students may pursue the work of the entire curriculum or they may elect to pursue work according to their aptitudes, as follows:

1. The **Complete Program** leads to certification in all three fields, thus affording certification in all of the high school business subjects. Those who possess aptitudes that indicate success in stenographic, accounting, and retailing work may, if they wish, pursue this complete program.

2. **A Combination Program** combines either the Stenographic and Accounting, the Stenographic and Retailing, or the Accounting and Retailing Fields. All students planning to enter this Department should plan for graduation one of the three possibilities under this combination arrangement. School administrators who employ our graduates believe that a combination program is necessary for breadth of certification when teaching in the public schools of the Commonwealth.

3. **The Stenographic Field** includes all the courses of the curriculum listed under that heading. Elective courses may be chosen from any other department of the College.

4. **The Accounting Field** includes all of the courses of the curriculum listed under that heading. Elective courses may be chosen from any other department of the College.

5. **The Retailing Field** includes all of the courses of the curriculum listed under that heading. Elective courses may be chosen from any other department of the College.

All electives are determined by the choice of the student, and by the approval of the Dean of Instruction of the College and the Chairman of the Business Education Department.

**Our Standards.** Only those students who attain "A" or high "B" standings, and whose aptitudes indicate success in the fields elected, should elect more than two fields.

To pursue the Complete Program a student must maintain at least a "C" average in all courses in the curriculum, and must have a grade of "C" or better in the following courses: Communication, Typewriting, Business Mathematics, Accounting and Shorthand.

To elect or continue with the Stenographic Field, a student must maintain a grade of "C" or better in Communication, Typewriting and Shorthand.

To continue in the Accounting Field, a student must have a grade of "C" or better in Business Mathematics, Communications, Introductory Accounting and Intermediate Accounting.

To continue in the Retailing Field, a student must have a "C" average or better in Business Mathematics, Communications, Introductory Accounting and Intermediate Accounting.

It should be understood that those who accumulate a weak scholastic achievement are considered unsatisfactory to be recommended for teaching. Since high school standards have been greatly raised, school officials are more particular than ever before concerning the qualifications of those whom they employ. They insist on high scholastic achievement, good personal appearance, attractive personality, freedom from physical defects, and other qualities that should be carefully considered by all those contemplating this type of pro-

essional work. This should not discourage those who really have the qualities required. It may, however, prevent those who lack certain of the primary requisites for developing into a high-type teacher from being disappointed later. A tryout year at Indiana is often recommended.

If any prospective students are in doubt concerning their fitness for this type of work, they should consult their high school principals and guidance officers, and ask them for a frank and honest statement about their fitness. They should also have all data concerning their personal and scholastic qualifications sent to the College. They will be notified of the date for interviews, at which time the matter can be discussed as frankly and wisely as experience will dictate.

**Practical Experience Requirements.** Before graduation, each student will be required to have completed the equivalent of six months of store practice, secretarial practice, bookkeeping practice, clerical practice, or a combination of these or other business contacts, acquired at places and under conditions approved by the chairman of this department. This experience preferably should be in the field or fields in which the student is contemplating certification. Much of this experience can be acquired during the summer vacations.

**Student Teaching.** Each student enrolled in the Business Education Department receives more than the state requirement in hours of actual practice teaching and observation. A number of teaching centers are conducted in connection with some of the largest high schools within convenient reach. To these teaching centers the students are sent for one full semester of the senior year for their practice teaching. The teacher holds a regular position in the high school and carries a full program of classes, extracurricular activities, and other regular school duties. The work is supervised and criticized by experienced supervisors who are teacher-members of the college faculty of this department, and also by supervisors of exceptional training and ability furnished by the teaching centers. Everything is done to afford those in training as much actual teaching experience and as many teaching contacts as possible before graduation.

The program of this department includes a wide offering of general education courses, which should produce a well-balanced teacher. The setup makes inter-departmental transfer of students easy at the end of the first semester. Students will become well adjusted in college before entering upon their technical work in business. It provides for ample exploration during the first college year.

## CURRICULUM IN BUSINESS EDUCATION

Sequence of courses subject to change for administrative purposes.

FIRST SEMESTER			SECOND SEMESTER		
	Hours			Hours	
	Clock	Sem.		Clock	Sem.
HPe 101 Health	2	2	HPe 102 Physical Education I	2	1
EngS 101 Communication I	5	5	EngS 102 Communication II	5	5
Sci 101 Biological Science	4	3	Sci 102 Physical Science	4	3
Geog 111 World Geography	3	3	Bus 111 Business Mathematics I	3	3
Art 101 Introduction to Art	3	2	Bus 132 Intermediate Typewriting	5	2
Bus 101 Introduction to Business	2	1	Bus 161 Shorthand Theory	5	3
Bus 131 Principles of Typewriting by exam or	5	2			

THIRD SEMESTER			Combined	Stenog.	Acct'g.	Selling
	Seq.	Seq.	Seq.	Seq.	Seq.	Seq.
HPe 203 Physical Education II	2-1	2-1	2-1	2-1	2-1	2-1
Mus 101 Introduction to Music	3-2	3-2	3-2	3-2	3-2	3-2
Bus 221 Introduction to Accounting	5-3	5-3	5-3	5-3	5-3	5-3
Bus 271 Advanced Typewriting	5-2	5-2	5-2	5-2	5-2	5-2
Psy 201 General Psychology	3-3	3-3	3-3	3-3	3-3	3-3
Bus 212 Business Mathematics II	3-3	3-3	3-3	3-3	3-3	3-3
Bus 262 Shorthand Dictation	5-3	5-3	—	—	—	—
Elective	—	—	—	—	3-3	3-3

FOURTH SEMESTER						
HPe 204 Physical Education III	2-1	2-1	2-1	2-1	2-1	2-1
Psy 302 Educational Psychology	3-3	3-3	3-3	3-3	3-3	3-3
Bus 235 Business Law I	3-3	3-3	3-3	3-3	3-3	3-3
Bus 251 Intermediate Accounting	5-3	5-3	5-3	5-3	5-3	5-3
Bus 263 Transcription	5-3	5-3	—	—	—	—
SS 202 History of Civilization II	3-3	3-3	3-3	3-3	3-3	3-3
EngS 201 Literature I	2-2	2-2	2-2	2-2	2-2	2-2
Elective	—	—	—	—	3-3	3-3

FIFTH SEMESTER						
Bus 321 Business Correspondence	3-3	3-3	3-3	3-3	3-3	3-3
Bus 311 Methods of Teaching Business Courses	3-3	3-3	3-3	3-3	3-3	3-3
Bus 336 Business Law II	3-3	3-3	3-3	3-3	3-3	3-3
Bus 331 Sales & Retailing	3-3	3-3	3-3	3-3	3-3	3-3
Bus 352 Corporate Accounting	3-3	—	3-3	—	—	—
Bus 364 Secretarial Office Practice	5-3	5-3	—	—	—	—
Bus 335 Clerical Practice & Office Machines	5-2	—	5-2	—	5-2	5-2
Elective	—	3-3	—	—	3-3	3-3

SIXTH SEMESTER						
EngS 301 Literature II	2-2	2-2	2-2	2-2	2-2	2-2
Bus 312 Evaluative Techniques in Business Courses	3-2	3-2	3-2	3-2	3-2	3-2
Ed 301 Audio-Visual Education	3-2	3-2	3-2	3-2	3-2	3-2
SS 302 History of U.S. & Pa. II	3-3	3-3	3-3	3-3	3-3	3-3
Ed 302 History & Philosophy of Amer. Ed.	3-3	3-3	3-3	3-3	3-3	3-3
Bus 335 Clerical Practice & Office Machines	5-2	5-2	—	—	—	—
Bus 353 Cost Accounting	3-3	—	3-3	—	—	—
Bus 332 Retail Management	3-3	—	—	—	3-3	3-3
Elective	—	3-3	3-3	3-3	3-3	3-3

SEVENTH SEMESTER						
Bus 455 Auditing	3-3	—	3-3	—	—	—
Bus 415 Economics	3-3	3-3	3-3	3-3	3-3	3-3
SS 401 American Citizenship	3-3	3-3	3-3	3-3	3-3	3-3
SS 420 Philosophy	3-3	3-3	3-3	3-3	3-3	3-3
Bus 433 Retail Practice	6-6	—	—	—	6-6	6-6
Bus 454 Tax Accounting	3-3	—	3-3	—	—	—
Elective	—	6-6	3-3	3-3	3-3	3-3

EIGHTH SEMESTER						
Ed 421 Student Teaching	30-12	30-12	30-12	30-12	30-12	30-12
Ed 422 Professional Practicum	2-2	2-2	2-2	2-2	2-2	2-2

NOTE: All students must choose one course in Science as an elective to complete their General Education requirements.

## REQUIRED BUSINESS COURSES FOR ALL BUSINESS EDUCATION STUDENTS

### **Bus 101 Introduction to Business** 1 cr.

The purpose of this course is to introduce the student to the make-up of the business world, acquaint him with the contacts of everyday business, orient him in the field, and provide exploration in the various areas in Business Education. This should assist him greatly in his choice of his major field or his fields in the department. This course has pronounced guidance features.

### **Bus 131 Principles of Typewriting** 2 cr.

For those persons who have had 1½ or more years of experience in this area in high school, a test is given and exemption from taking the course granted if course standards are met.

This introductory course places emphasis on the development of correct techniques in typewriting. The student is introduced to the basic styles of business letters, simple tabulations and simple manuscripts. Individual remedial work is given. Specific standards of speed and accuracy are required.

### **Bus 132 Intermediate Typewriting** 2 cr.

This course continues the development of speed and accuracy. Students learn to type tabulated reports, special problems in letter arrangement and business forms, rough drafts and manuscripts. Production ability is developed.

### **Bus 271 Advanced Typewriting** 2 cr.

Emphasis is placed upon the further development of speed and accuracy. Advanced letter forms, manuscript writing, legal documents, stencil duplication, statistical reports and typing from problem situations are given much attention. Improvement in production ability is stressed.

### **Bus 111 Business Mathematics I** 3 cr.

This is a review of the fundamental processes with emphasis on speed and accuracy through adequate drill and practical application in the handling of the fundamental business operations. Topics considered which especially concern business are the 60-day 6 per cent method of computing interest, compound interest; bank, cash and trade discount; along with partial payments. The course is a prerequisite and designed to lay a groundwork for Business Mathematics II.

### **Bus 212 Business Mathematics II** 3 cr.

The purpose of this course is to teach students to apply principles of business mathematics with speed and accuracy in solving

advanced problems encountered by the business man and the consumer. The mathematics of production, marketing, accounting, finance, and management correlate with the accounting courses.

**Bus 221 Introduction to Accounting** 3 cr.

This is the first course in this area and a prerequisite. Its purpose is to introduce the students to the keeping of records for the professional man as well as a mercantile enterprise involving the single proprietor. Emphasis is placed upon the distinction between keeping records on the cash basis as compared to the accrual basis of book-keeping. Consideration is given to special journals, the combined-cash journal, auxiliary records, and business papers.

**Bus 251 Intermediate Accounting** 3 cr.

Special consideration is given in connection with accruals and deferred items; the significance and handling of evaluation accounts and the interpretation of the effect of all types of transactions on the operation of the business are stressed throughout the course. Special attention is given to the voucher system and to the preparation of columnar records for different types of business along with the preparation and interpretation of comparative financial reports. Special consideration is given to the legal and accounting aspects, payroll and partnership organization, operation and dissolution.

**Bus 335 Clerical Practice Office Machines** 2 cr.

Clerical office routine is covered, together with the fundamentals of operating various office machines — calculators, adding machines, dictaphones, and various office appliances; also, the theory and practice of office management is stressed.

**Bus 321 Business Correspondence** 3 cr.

This is a course rich in the fundamentals of grammar; study of the vocabulary of business; setup of business forms and modern business letters; emphasis of the "you" attitude in the writing of letters of inquiry, response, order letters, adjustment letters, sales letters; preparation of data sheets, and application letters.

**Bus 235 Business Law I** 3 cr.

This course deals with the nature of law and the agencies and procedures for its enforcement, contracts, agency employment, negotiable instruments, property, bailments and transportation. The aim is to apply principles of law to everyday life and to establish proper interests, ideals and attitude toward law as a means of economic and social control.

**Bus 336 Business Law II** 3 cr.

The basic aim of this course is the same as that stated for Business Law I. Attention is given to kinds of business organizations, sales, insurance, surety and guaranty, leases and mortgages, trusts, and estates, bankruptcy, business torts and crimes.

**Bus 331 Sales and Retailing 3 cr.**

This course comprises a survey and analysis of the fields of retailing. A study is made of textile and non-textile merchandise, requirements for sales personnel, types of customers, merchandising plans and procedures, merchandise pricing and selling techniques.

**Bus 311 Methods of Teaching Business Courses 3 cr.**

This includes methods of teaching general business courses, as well as shorthand, typewriting, and bookkeeping. Unit plans, demonstrations and lesson planning are emphasized. Aims, techniques and procedures of teaching, grade placement of subjects and classroom management are considered items of the course. All courses in the student's major area along with the two Psychology courses must have been cleared before this course is taken.

**Bus 312 Evaluative Techniques in Business Courses 2 cr.**

This course includes the construction, administration, scoring, treatment and grading of various type tests. The analysis of test results, remedial teaching and retesting, the evaluation of tests, all tied together in the psychological foundation of good methods as they function in the field of Business Education.

**COURSES REQUIRED IN THE STENOGRAPHIC SEQUENCE****Bus 161 Shorthand Theory 3 cr.**

This is an introductory course in the basic principles of Gregg Shorthand Simplified.

**Bus 262 Shorthand Dictation 3 cr.**

There are three major objectives for this course: to review and strengthen the student's knowledge of the principles of Gregg Shorthand Simplified, to build shorthand-writing speed and to build transcription skill.

**Bus 263 Transcription 3 cr.**

This course develops additional speed in taking dictation with much emphasis placed on the development of transcription skill. Teaching techniques are considered a vital part of the work in this course.

**Bus 364 Secretarial Office Practice 3 cr.**

This course is an advanced study of the theory and the practice in activities common to the office — handling the mail, telegraphic services, shipping services, meeting callers, various business reports, financial and legal duties, filing, transcription, secretarial standards; personality, reference books, itineraries, preparation of documents, editing, etc.



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**COURSES REQUIRED IN THE ACCOUNTING SEQUENCE****Bus 352 Corporate Accounting** 3 cr.

Special attention is given to the records and reports peculiar to the corporate form of organization as well as to the methods of handling capital and surplus. Emphasis is given to the methods of accounting for inventories, tangible and intangible fixed assets, investments, long-term liabilities, funds and reserves and the methods of amortizing bond premium and discount.

**Bus 353 Cost Accounting** 3 cr.

This course is designed to give the students an understanding of the theory of costing used in manufacturing establishments. The voucher system is introduced in this course and attention is given to budgeting, estimating and prorating of manufacturing expenses, the technical aspects of charting production data, and investigating time and motion study techniques.

**Bus 454 Tax Accounting** 3 cr.

This course is designed to enable the students to gain a familiarity with the Federal Income Tax Laws as they pertain to individuals, single proprietorships and partnerships. The Social Security Tax Law will also be considered as a phase of this course. In addition to studying the Internal Revenue Code in connection with the above topics problems will be considered which involve the use of the different forms that are necessary in tax accounting. The case method is utilized in the study of this subject.

**Bus 455 Auditing** 3 cr.

In this course students conduct a semi-detailed audit of business records, make the corrections, and submit statements of results. Problems of public and private auditing are developed by the instructor. The construction and organization of working papers and the auditor's final report are covered. It also provides the prospective teacher with a knowledge of the current tax laws in connection with Social Security, Excise and Income Taxes.

**COURSES REQUIRED IN THE  
RETAIL TRAINING SEQUENCE****Bus 251 Intermediate Accounting** (see previous outline) 3 cr.**Bus 332 Retail Management** 3 cr.

This course is an advanced study of the units of Retail Training I, and includes a study of merchandise control, stock planning, buying,

pricing, personnel training, store layout and equipment, retail advertising and display. Suggested public relations activities are practiced in this course. A part of the semester is devoted to the study of the Pennsylvania Distributive Education Program.

**Bus 433 Retail Practice**

**6 cr.**

This is a practical course of cooperative part-time training in the retail establishments of Indiana. The student spends a minimum of 15 clock hours per week for a semester in actual retail work at which time he puts into practice the theories of retailing studied in previous retail training courses. This course may be taken by the student in or near his home town during the summer term by special arrangement and provided the distance is no greater than sixty miles from Indiana. Each of these plans is under the close supervision of store officials and of the College.

### **ELECTIVES FOR BUSINESS STUDENTS**

**Bus 241 Business Organization and Finance**

**3 cr.**

The contents of this course are designed to give an overview of business management. Modern business organization, finance, personnel administration, production, and public relations are studied and made meaningful as they fit into our industrial society. The organization and management of the corporation and other forms of business are covered.

**Bus 342 Consumer Economics**

**3 cr.**

Problems of production, distribution, merchandising and buying are studied. Intelligent consumership is stressed throughout all aspects of the course. Importance is placed upon maximum satisfaction from goods and services consumed by the individual.

**Bus 354 Tax Accounting (see previous outline)**

**3 cr.**

This course is available only to Accounting Majors in Business Education and can be elected in either the Junior or Senior year.

### **GENERAL ELECTIVE**

**Bus 371 Elective Typing and Duplicating**

**1 cr.**

This course is available to all upper classmen except Business Education students.

## EDUCATION AND PSYCHOLOGY DEPARTMENT

STANLEY W. LORE, Chairman of Department

A. DALE ALLEN  
DON-CHEAN CHU  
DAVID S. GREEN  
JOHN J. HAYS  
DONALD A. HESS  
CHARLES DANIEL LEACH  
WILLIAM J. LEVENTRY  
DONALD M. MacISAAC  
BLANCHE W. McCLUER

J. ROBERT MURRAY  
JOHN W. REID  
HAROLD F. ROWE  
PAUL RISHEBERGER  
NORMAN W. SARGENT  
ROBERT H. SAYLOR  
DOROTHY SNYDER  
GEORGE L. SPINELLI  
JAMES C. WILSON

Courses in professional education are designed to develop an understanding of the teaching profession and the philosophy of American public education.

Psychology courses give the student a general background for understanding the total development and behavior of the child, with particular emphasis on the learning process. A wide selection of psychology courses is available for students desiring to take them.

Elementary and secondary majors may add certification for teaching the mentally retarded by taking the prescribed courses.

Students desiring to specialize in Teaching of the Speech and Hearing Handicapped will find a complete major available as outlined in this section.

## PROFESSIONAL EDUCATION COURSES

(Required of all Students)

### Ed 301 Audio-Visual Education

2 cr.

A consideration of the needs for sensory techniques and materials is given with attention to the psychological processes involved. Through class and laboratory work the student will have an opportunity to become acquainted with materials and equipment and skilled in audio-visual techniques, within the teaching field. Activities will include actual production of materials for class use and participation in their use.

Prerequisite: General Psychology.

### Ed 302 History and Philosophy of American Education

3 cr.

This course is designed to promote a clearer understanding of modern educational practice through a study of historical changes in instructional processes and ideas underlying it. Through the emphasis placed upon the study of educational beliefs and points of view, the course seeks to foster critical thinking which will lead to better judgments about the role of the school in our social culture, the meaning of democracy, the teacher and his profession, and the objectives and methods of the school.

(Required of all Students in the Secondary and Elementary Curricula)

**Ed 305 Evaluation Methods****2 cr.**

This course includes elementary statistics concerning graphs, sampling, frequency distribution, averages, measures of central tendency and dispersion, and the normal curve. Emphasis is placed on an understanding of the various evaluation instruments with much attention being given to standardized tests, how to select them wisely, and how to interpret and use the results. The course also includes the use and construction of tests made by the teacher, and the systems of reporting pupil growth and development.

**GENERAL ELECTIVES**

(These courses are open to all students.)

**Ed 362 Developmental Reading****3 cr.**

This course, planned especially for the teacher of secondary students, will assist the participating student to understand the developmental reading process. The study will include such areas as objectives, background knowledge and understandings of the reading process, an overview of the elementary program, the pre-adolescent and the adolescent and their needs in reading, finding and providing for instructional needs, and special problems. Specific helps, experiences, techniques, and materials will be considered.

It is suggested that the course be taken by secondary students just before the student teaching experience.

**Ed 251 Fundamentals of Guidance****2 cr.**

This course gives consideration to the function and implementation of guidance services. It presents an over-all-view of guidance in relation to individual problems of adjustment in home and school, on the job, and to civic and social relationships. Throughout the course the relation of the curriculum to guidance and of the teachers to the guidance worker is dominant. The knowledge, techniques, and opportunities for careers in guidance service are presented for consideration.

**Ed 454 Public School Administration****3 cr.**

The course is designed to acquaint the teacher with the administration and organization of the American public school. Attention is given to the cultural role of the schools. Treatment is given to decision-making in the operation of the schools and the total task of school operation with emphasis on what should be done. The functions and methods of all professional personnel in the operation and improvement of the schools will be considered.

**PSYCHOLOGY COURSES****(Required of all Students)****Psy 201 General Psychology****3 cr.**

A study of the principles and applications of human behavior. Major goals sought are: the provision of better ability in making personal adjustments; the development of habits of critical thought; elimination of erroneous popular beliefs; the acquisition of scientific vocabulary and facts; and the development of interest in, and respect for, one's fellow men and the field of psychology.

**Psy 302 Educational Psychology****3 cr.**

A course designed to promote a better understanding of the principles of psychology that govern human behavior, with particular emphasis on their relation to the learning process, the learning situation, and the learner himself. The significance of evaluation, individual variation, group dynamics, and child growth and development will be stressed throughout the course. Prerequisite: General Psychology.

**PSYCHOLOGY ELECTIVES****(These courses are open to all students.)****Psy 221 Historical Trends in Psychology****3 cr.**

A comprehensive overview of the historical antecedents of contemporary systems of psychology. Philosophical and scientific thought will be considered as it is related to the establishment and continuing development of psychology. Prerequisite: General and Educational Psychology.

**Psy 352 Mental Hygiene****3 cr.**

A course designed for aiding the development of strong, hygienic personalities; mental hygiene as related to the child, adolescent, and teacher in the home, classroom, and social situation; maladjustments and mental diseases with emphasis on prevention. Prerequisite: General Psychology.

**Psy 353 Child Psychology****3 cr.**

This course aims to study the developmental changes in intellectual, emotional, motor, and social behavior from early infancy to adolescence. Outstanding experimental, clinical and theoretical contributions that show the important practical relationships between self-understanding, understanding of others, and the process of helping children to discover themselves will be given special attention. Prerequisite: General Psychology.

**Psy 355 Adolescent Psychology**

3 cr.

This course is a study of the adolescent, his growth and development, behavior, personality, and problems. All areas in his experience will be considered, the physical, mental, emotional, social, and spiritual. Attention will be given to attitudes, relationships, and all other facets of his living. Some attention will be given to the early development of the child, the pre-adolescent, the young adult, and the adolescent in other cultures. Study and discussions will include the exception as well as the normal individual. Prerequisite: General Psychology.

**Psy 371 Personality Theory**

3 cr.

A consideration of the principal theories of personality development as they apply to the normal individual. Dynamic theories of personality will be emphasized and studied in relation to their influence on the integration of the mature personality. Prerequisite: Six hours of Psychology including General Psychology.

**Psy 381 Experimental Psychology**

4 cr.

The experimental approach to the study of human behavior. Acquisition of basic research techniques is gained through emphasis upon experimental design and application of experimental methods to various psychological problems as sensation, perception, feeling, reaction time, motivation, thinking, and learning. Implications of the scientific method in daily living are considered. Prerequisites: Basic Physical Science, Basic Biology, General Psychology, and Evaluative Techniques.

**Psy 451 Psychological Practicum**

3 cr.

Under the supervision of the Director of the Psychological Clinic selected students receive experience in the application of psychological technique. Prerequisite: Approval by Director of the Psychological Clinic.

**Psy 452 Social Psychology**

3 cr.

A study of the behavior of human beings as they react to other individuals, especially in social situations. Materials will stress the practical aspects of social psychology while at the same time emphasizing objectivity and scientific materials. Prerequisite: Six hours of Psychology, including General Psychology.

**Psy 461 Abnormal Psychology**

3 cr.

The systematic study of the full range of psychological functioning from the basic and accepted normal to the most extreme aberrations. Etiology, dynamics, symptomatology, treatment, and prognosis of the psychoneuroses, psychoses, psychomatic disorders, character disorders, and disorders of intelligence constitute the major emphases of the course. Prerequisite: General Psychology and Introduction to Personality.

## REQUIRED COURSE FOR STUDENT NURSES

### **Psy 203 Psychology in Nursing**

This is a basic course in psychology for student nurses. Emphasis is placed upon principles and generalizations that will aid the nurse to understand herself, her patients, and those with whom she will work. Attention is given to individuals of all age levels from the prenatal organism through the aged.

## SPECIAL EDUCATION COURSES

Students in secondary and elementary curricula may become certified as teachers of the mentally retarded by taking the courses described below and fulfilling requirements for student teaching with the mentally retarded.

### **Ed 220 Introduction to Exceptional Children** 3 cr.

This introductory course gives students an opportunity to survey the characteristics, needs, problems, and behavior patterns of those children who deviate sufficiently from the "normal" to be considered exceptional. Consideration will be given to those who fall intellectually both above and below the average; to those who are handicapped visually, acoustically, orthopedically, medically, or in respect to speech patterns. Behavior disorders resulting from brain impairment will also be considered.

It is to be remembered that this is a first course, a get-acquainted experience whose purpose is not to master but to lay the foundation for further study.

### **Psy 320 Psychology of Mentally Retarded Children** 3 cr.

This course will point up the importance of viewing the retarded child as a living, adjusting individual who responds to many kinds of situations and who is capable of far more than usually imagined. The importance of the way in which he adjusts, relevant to the nature and manifestation of his retardation, will be stressed. An attempt will be made to promote an understanding of all of the factors that influence his development and adjustment. To do this it will be necessary to explore the forces that operate within and upon him and the dynamic way in which he attempts to resolve them.

### **Ed 420 Teaching Mentally Retarded Children** 3 cr.

This course will consider the basic design, philosophy, and procedure developed for teaching mentally retarded children. Emphasis will be placed upon how to organize for teaching the mentally retarded child, how to guide the activities of the mentally retarded child, and how to teach the "fundamental processes" to the mentally retarded child.

**Art 330 Arts and Crafts for the Mentally Retarded** 3 cr.  
See Art Department, page 69.

**Ed 451 Special Class Methods for the Mentally Retarded** 2 cr.

The chief emphasis of this course will be upon practical and workable methods and materials which can be used effectively with slow-learning children. It is intended as a supplement to Ed. 420 as well as to serve as a course in specific techniques which the classroom teacher will find to be valuable in actual classroom teaching of the mentally retarded.

**Ed 421 Student Teaching of the Mentally Retarded** 1 cr.

Students will be required both to observe and to participate in the teaching of mentally handicapped students. Ordinarily this course will be offered in conjunction with Ed 451.

**(BASIC METHODS COURSES REQUIRED FOR SECONDARY STUDENTS WHO WISH TO BE CERTIFIED AS TEACHERS OF THE MENTALLY RETARDED)**

**El 222 Teaching of Reading** 3 cr.  
See Elementary Department, page 92.

**El 313 Teaching of Arithmetic** 3 cr.  
See Mathematics Department, page 144.

**TEACHING OF THE SPEECH AND  
HEARING HANDICAPPED**

The curriculum in Teaching of the Speech and Hearing Handicapped is designed to provide the course background necessary for certification of itinerant public school speech and hearing therapists. Offered in an eight semester sequence, it provides required background in the psychology of exceptional children, with special emphasis on speech and hearing handicapped children; required basic courses in elementary teaching methods; and required and elective background and methodology in speech correction and audiology. Student teaching in a public school speech and hearing program is a requirement for certification.

Because of its comprehensive nature, the curriculum lends itself more readily to students preparing in the secondary division. Students who wish dual certification in elementary education and in teaching of the speech and hearing handicapped will need to take two extra summers of study.

Students not intending to obtain certification in this field but who wish to be better prepared to handle children with speech and hearing problems more capably in the classroom may, with the permission of the instructor, elect certain courses in this curriculum. Elementary students are strongly urged to elect Speech Development and Improvement.



## CURRICULUM IN THE TEACHING OF THE SPEECH AND HEARING HANDICAPPED

### FIRST SEMESTER

	Hours	
	Clock	Sem.
EngS 101 Communication I _____	5	5
Sci 101 Basic Bio. Sci. _____	4	3
HPe 101 Health Ed. _____	2	2
F. L. 111 Foreign Lang. I _____	3	3
SpH 111 Phonetics for Clin. _____	3	3
	17	16

### SECOND SEMESTER

	Hours	
	Clock	Sem.
EngS 102 Communication II _____	5	5
Sci 102 Basic Phys. Sci. _____	4	3
HPe 102 Phys. Ed. I _____	2	1
F. L. 112 Foreign Lang. II _____	3	3
SpH 112 Speech Problems _____	3	3
	17	15

### THIRD SEMESTER

SS 201 Hist. of Civ. I _____	3	3
EngS 201 Lit. I _____	2	2
HPe 203 Phys. Ed. II _____	2	1
Psy 201 General Psych. _____	3	3
Geog 111 World Geog. _____	3	3
SpH 211 Hearing Problems _____	3	3
Math 111 Elective or Fund. of Math. _____	3	3
	19	18

### FOURTH SEMESTER

SS 202 Hist. of Civ. II _____	3	3
Mus 101 Intro. to Music _____	3	2
HPe 204 Phys. Ed. III _____	2	1
Psy 302 Ed. Psych. _____	3	3
Math 111 Fund. of Math or Elective _____	3	3
Ed 220 Intro. to Exc. Child _____	3	3
	17	15

### FIFTH SEMESTER

EngS 301 Lit. II _____	2	2
SS 302 Hist. of U.S. & Pa. II _____	3	3
Art 101 Intro. to Art _____	3	2
El 222 Tchg. of Reading _____	3	3
SpH 321 Psych. Sp. & H.H. Ch. _____	3	3
SpH 311 Speech Reading and Auditory Training _____	3	3
	17	16

### SIXTH SEMESTER

Ed 301 Audio-Vis. Ed. _____	3	2
Ed 302 Hist. & Phil. Am. Ed. _____	3	3
Ed 305 Evaluation Methods _____	2	2
Science Elective _____	3	3
SpH 322 Sp. & Hear. Clin. I _____	6	3
SpH 351 Speech Pathology _____	3	3
	20	16

### SEVENTH OR EIGHTH SEMESTER

SS 410 Anthro., Logic, or _____		
SS 420 Philosophy _____	3	3
SS 401 Am. Citizenship _____	3	3
El 313 Tchg. of Arith. _____	3	3
SpH 411*Org. & Admin. of _____		
Sp. & Hear. Prog. _____	4	3
Elective _____	3-6	3
	16-19	15

### SEVENTH OR EIGHTH SEMESTER

Ed 421 Student Teaching _____	30	12
Ed 422 Prof. Pract. & School Law _____	2	2
	32	14

\*Satisfied professional Ed. requirements for methods course in major field.

To obtain dual certification in Speech and Hearing and Elementary Ed., a student would need to take two extra summers of course work.

## REQUIRED COURSES

### (Group 1 — Basic courses in Speech Correction and Audiology)

#### **SpH 111 Phonetics for Clinicians**

**3 cr.**

This course provides background in English speech sound classification systems; translation and transcription using the International Phonetic Alphabet system; and clinical applications of phonetics, including phonetic analyses, speech sound discrimination tests, auditory memory span tests, diadochokinetic tests, and research findings in experimental, acoustic, and motor phonetics that apply to clinical problems. Projects will be stressed. First semester, each year.

#### **SpH 112 Speech Problems**

**3 cr.**

This course introduces the student to the field of speech and hearing therapy. The major types of speech and hearing disorders are surveyed. Emphasis is placed on diagnostic and therapeutic considerations for retarded speech development and functional articulatory and voice disorders. Second semester, each year.

#### **SpH 211 Hearing Problems**

**3 cr.**

This course is essentially an introduction to audiology. It includes a brief history of audiology, anatomy of the aural mechanism, causes of hearing loss, speech and other behavioral effects of different types of hearing losses, pure tone and speech audiometric tests, public school audiometry, educational considerations for the hearing handicapped child, and hearing conservation programs. First semester, each year.

#### **SpH 311 Speech Reading and Auditory Training**

**3 cr.**

This course surveys current methods of speech reading and auditory training for the hearing handicapped person. Demonstrations and projects in clinical methods will be stressed. First semester, each year.

#### **SpH 322 Speech and Hearing Clinic I**

**3 cr.**

This course offers the student elementary practicum in clinical methods of diagnosis and therapy. Practice is given in the use of clinical instruments, lesson planning, case reports and histories, and treatment in both individual and group classes. Prerequisites: All required background courses in Groups 1-2. Each semester, each year.

#### **SpH 351 Speech Pathology**

**3 cr.**

This course is designed to provide extensive background in speech disorders of organic nature. Voice pathologies, cleft palate, cerebral palsy, and aphasia will be studied in detail. Informational back-

ground, diagnostic tests, and therapy methods will be discussed and demonstrated. Second semester, each year.

(Group 2 — Courses in Psychology of Exceptional Children, with Special Emphasis on Speech and Hearing Handicapped Children)

**Ed 220 Introduction to Exceptional Children** 3 cr.

(See General Electives, Education and Psychology Department)

**SpH 321 Psychology of Speech and Hearing Handicapped Children** 3 cr.

This course provides study of causative influences on, and personality effects of, speech and hearing handicaps. Case studies, case history methods, and parental counseling techniques will be reviewed. Studies in the psychology of the speech and hearing handicapped, together with clinical applications and implications for school policies affecting the welfare of these children, will be considered. The framework and limitations of speech and hearing therapy as psychotherapeutic influence will be stressed. First semester, each year.

(Group 3 — Basic Courses in Elementary Teaching Methods)

**El 222 Teaching of Reading** 3 cr.

(See Required Courses in Elementary Education, Elementary Education Department)

**El 313 Teaching of Arithmetic** 3 cr.

(See Required Courses in Elementary Education, Elementary Education Department)

(Group 4 — Professional Education Course Requirement for All Majors)

**SpH 411 Organization and Administration of a Speech and Hearing Program** 3 cr.

This course provides study of the problems in organizing and carrying out itinerant speech and hearing programs. It includes consideration of screening and other case finding methods, scheduling problems, case load, record keeping, public relations, relationships with school administration and staff, and parental counseling. Curriculum materials will be presented and evaluated. Classes and seminars will be conducted. Each semester, each year.

**ELECTIVE COURSES****SpH 251 Anatomy and Physiology of the  
Speech and Hearing Mechanism** 3 cr.

This course will consider the muscular, skeletal, and neural contributions to respiration, phonation, resonance, articulation, and audition. Elementary neurological concepts will be studied. Second semester, each year.

**SpH 252 Speech Development and Improvement** 3 cr.

This course, designed for majors and elementary students, includes the study of normal speech development, types of speech and hearing disorders common to the classroom, and procedures for classroom speech improvement. Each semester, each year.

**SpH 352 Stuttering** 3 cr.

Prevalent theories of stuttering and methods of therapy will be studied. Extensive consideration will be given to stuttering diagnosis, direct and indirect therapeutic approaches for young stutterers, and symptomatic therapy for adolescent and adult stutterers. Demonstrations and observations of stuttering therapy will be provided.

**SpH 353 Speech and Hearing Clinic II** 3 cr.

This course provides advance practicum with children presenting more severe speech and hearing problems. The student is expected to assume greater responsibility and self-direction, even though he will be supervised. Prerequisites: Speech and Hearing Clinic I, Speech Pathology, and Stuttering.

**Psy 215 Child Development** 3 cr.

(See Required Courses in Elementary Education, Elementary Education Department)

**Psy 352 Mental Hygiene** 3 cr.

(See Psychology Electives, Education and Psychology Department)

## ELEMENTARY EDUCATION DEPARTMENT

P. D. LOTT, Chairman of Department

LOIS V. ANDERSON  
WILLIAM C. DAVIES  
RALPH M. GLOTT

ANNA K. O'TOOLE  
JOANN E. WALTHOUR  
MAY E. KOHLHEPP

EDWARD R. MOTT

The elementary curriculum is planned to prepare students to teach children who are enrolled in kindergarten, primary and intermediate grades. Upon completion of work in this curriculum, the student will receive the degree of bachelor of science in education and a college provisional certificate which will certify the graduate to teach in the public schools of Pennsylvania.

During the four years of preparation, emphasis is placed on the philosophy that the function of the elementary teacher is to guide the development of children and to provide learning experiences which are meaningful and planned to meet the individual needs of children in the classroom. Much of the work during the first two years is in the general education area; an increasing number of professional and specialized courses are offered during the third and fourth years.

During the four years of undergraduate college training, the prospective elementary teacher works with a program that gives him many experiences in dealing with children. At Indiana the student has opportunities to observe experienced teachers working with children of all age groups in Keith School. This school on the campus is used for observation, participation, and student teaching activities.

A nine-week full-time teaching experience is scheduled for the third year so that the prospective teacher acquires skills in the language arts, social living, and child development areas that are based on real teaching. Prospective teachers who are themselves studying subject matter in regular classes can apply almost immediately the theories and information they have acquired. They are thus offered opportunities to try out in teaching situations what they have learned in classes.

Student teaching in the senior year is usually done in a different school and grade level than in the junior year. The student is given increased responsibility for the entire teaching load.

Throughout the prospective elementary teacher's four years of college work he is encouraged to take every available opportunity to work with children and children's groups and with civic and community organizations. Students are urged to get jobs at playgrounds, to work as counselors in summer camps, to teach Sunday School and Vacation Bible School, to work with Scouts, library reading groups, and teen-age clubs. They are urged to make school visits during college vacations. A record is kept of all voluntary contacts and summer work experiences as well as other related employment. It is recognized that all these experiences and directed activities contribute toward

making the prospective teacher better understand the children whose school activities he will direct. All learning during the four years is directed toward this goal.

Expenses for one year of thirty-six weeks total about \$950.00. Costs for one semester excluding books and supplies are shown below:

### SEMESTER FEES

(Subject to change)

Basic Fee (Payable in two installments) .....	\$125.00
Housing Fee (Payable in two installments) .....	306.00
Activity Fee .....	20.00
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Total for one semester .....	\$451.00

## CURRICULUM IN ELEMENTARY EDUCATION

Sequence of courses subject to change for administrative purposes.

## FIRST SEMESTER

	Hours	
	Clock	Sem.
EngS 101 Communications I _____	5	5
Mus 101 Introduction to Music _____	3	2
Sci 101 Biological Science _____	4	3
Geog 111 World Geography _____	3	3
HPe 101 Health _____	2	2
	17	15

## SECOND SEMESTER

	Hours	
	Clock	Sem.
EngS 102 Communications II _____	5	5
Art 101 Introduction to Art _____	3	2
Sci 102 Basic Physical Science _____	4	3
Geog 112 Geography of the United States and Pennsylvania _____	3	3
Math 111 Fundamentals of Mathematics _____	3	3
HPe 102 Physical Education I _____	2	1
	20	17

## THIRD SEMESTER

SS 202 History of Civilization II _____	3	3
Psy 201 General Psychology _____	3	3
El 211 Music for the Elementary Grades _____	3	2
El 213 Art for the Elementary Grades _____	3	2
El 222 Teaching of Reading _____	3	3
El 313 Teaching of Arithmetic _____	3	3
HPe 203 Physical Education II _____	2	1
	20	17

## FOURTH SEMESTER

SS 301 History of U.S. & Pa. I _____	3	3
EngS 201 Literature I _____	2	2
El 221 Children's Literature _____	3	3
El 212 Teaching of Music in the Elementary Grades _____	3	3
El 214 Teaching of Art in the Elementary Grades _____	3	3
HPe 204 Physical Education III _____	2	1
Electives _____	3	3
	19	18

## FIFTH OR SIXTH SEMESTER

SS 302 History of U.S. & Pa. II _____	3	3
Sci 311 Elements of Earth Science _____	3	3
Ed 302 History and Philosophy of American Education _____	3	3
Psy 302 Educational Psychology _____	3	3
El 314 Teaching of Health and Physical Education _____	3	2
Electives _____	3	3
	18	17

## FIFTH OR SIXTH SEMESTER

EngS 301 Literature II _____	2	2
El 312 Teaching of Elementary Science _____	3	3
Psy 215 Child Development _____	3	3
Ed 321 Student Teaching and Direction of Pupil Activities _____	15	6
	23	14

## SEVENTH OR EIGHTH SEMESTER

SS 420 Introduction to Philosophy or		
SS 410 Introduction to Anthropology _____	3	3
SS 401 American Citizenship _____	3	3
Ed 301 Audio-Visual Education _____	3	2
Ed 305 Evaluation Methods _____	2	2
Electives _____	6	6
	17	16

## SEVENTH OR EIGHTH SEMESTER

El 411 Teaching of Social Studies _____	3	3
El 413 Teaching Language Arts _____	3	3
Ed 422 Professional Practicum including School Law _____	2	2
Ed 421 Student Teaching and Direction of Pupil Activities _____	15	6
	23	14

## REQUIRED COURSES IN ELEMENTARY EDUCATION

### El 211 Music for the Elementary Grades 2 cr.

The content of this required course for all Elementary Students includes the following: review of music fundamentals, keyboard knowledge, the teacher's voice, care and development of the child voice, problems of the non-singer, rhythmic activities, listening activities, creative activities, rote to note process, special days, and lesson planning. To get practical application of class activities, students will be assigned observations in the Laboratory School. Emphasis is placed on the primary grades.

### El 212 Teaching of Music in the Elementary Grades 3 cr.

A continuation of skills and understandings as developed in El 211 is treated with emphasis on methods and materials for the upper grades. Additional opportunities for growth in music reading and part singing are provided. Lessons are developed in correlation of music with other areas. Type lessons are taught by students and constructively evaluated by the instructor and the class. Prerequisite: El 211.

### El 213 Art for Elementary Grades 2 cr.

The creative growth and development of children are studied. Students are given experiences in the basic art materials and media, as well as opportunity to plan art motivations for children.

### El 214 Teaching Art in Elementary Grades 3 cr.

This course provides the student with a wide variety of two and three dimensional art experiences with the emphasis on a developmental sequence from simple to more complex variations of a craft. Emphasis is placed on the creative challenges of the art experience.

### Psy 215 Child Development 3 cr.

This course is designed to enable the teacher to understand and help children. A survey of human development from conception through early adolescence is made in terms of basic scientific data. Developmental growth and behavior are studied and their implications for home, school, and community are considered.

### El 221 Children's Literature 3 cr.

In this course the students acquire a wide acquaintance with children's literature, old and new. Poetry selections, annotated stories, and bibliographies will be assembled. Ways and means to develop, stimulate, and guide children's reading of literature are presented. Principles and techniques of successful story-telling are studied and practiced.



**El 222 Teaching of Reading**

3 cr.

This course is given before the first student teaching experience. Emphasis is placed upon methods and materials used in the developmental reading program. Its objective is to provide the student with a general background of knowledge and techniques for teaching children in the elementary school to read. Students are introduced to the experience, textbook, and individualized reading approaches to the teaching of reading.

**El 312 Teaching of Elementary Science**

3 cr.

Based on the previous work in science, this course takes up the planning and presentation of material suitable to the elementary field. Students are required to perform demonstrations and take part in science activities which illustrate facts or principles taught in the elementary science program. Considerable attention is given to the literature of the elementary science program as well as other aids such as community resources and simple equipment that can be secured for experimentation and other activities.

**El 313 Teaching of Arithmetic**

3 cr.

In this course emphasis will be given to the place of arithmetic in the elementary school and to the recent changes in curriculum and method; to techniques for developing concepts and processes; to recent research in the field of arithmetic; and to books and material helpful to prospective teachers. Observation of master teachers at work will be planned. Prerequisite: Math 111.

**El 314 Teaching of Health and Physical Education**

2 cr.

This course includes games, stunts, rhythms, relays, tumbling, dances, and skills suitable for the elementary school child. The teaching of health in the elementary school is emphasized. Methods, materials and lesson planning are a part of the course.

**El 411 Teaching of Social Studies and Geography**

3 cr.

This course gives an overview of social studies in the elementary school. It includes study of objectives, trends, areas of content, patterns and principles of organization. The Pennsylvania Course of Study for this area is studied. Emphasis is placed on unification of subject matter and on implication of research in child development for content and methods.

Students will have experience in preparing an individual resource unit and in planning, participating in, and evaluating social studies in class. A variety of learning experiences and materials will be used and evaluated.

**El 413 Teaching Language Arts****3 cr.**

This course is designed to give the elementary student a knowledge of the latest techniques, methods, and materials in the language arts area. Research and trends are studied. The fields of handwriting, spelling, oral and written communication, and vocabulary development are included.

**Ed 422 Professional Practicum Including School Law****2 cr.**

The professional practicum in elementary education includes a series of conferences and related activities planned to prepare students for experiences which they will meet in teaching. It parallels the student teaching experience in the junior and senior years. Conferences are held with members of the elementary department, supervising teachers of Keith School, off-campus supervising teachers and principals of schools in student teaching centers. Through these planned experiences, students are expected to be able: to know and understand Pennsylvania laws governing education; to discuss adequately problems related to teaching; and to know and use materials of instruction and professional reference reading. A file of materials, required of each elementary student, is used during each student teaching experience and is checked during the senior year.

**ELECTIVE COURSES IN ELEMENTARY EDUCATION****El 351 Creative Activities in the Elementary School****3 cr.**

This course is planned to provide the student with a wide range of creative experiences in the fields of art, crafts, music, rhythmic, dramatics and games in the elementary school. Stress is placed upon the need to help children in developing their capacities for creative expression in these areas.

**El 352 Diagnostic and Remedial Reading****3 cr.**

This course is planned for in-service teachers and students who have done their student teaching. It deals with methods and materials which help children who are retarded in reading ability. Attention is given to recent findings in the areas of reading readiness, word recognition including phonics, comprehension, evaluation, and textbook selection.

**El 353 Pre School Education****3 cr.**

Students in this course will be mainly concerned with the five-year-old in kindergarten. Principles and practices of this age group will be studied. Special attention will be given to observations, the kindergarten program and its curriculum, materials, and methods of instruction.

**Ed 355 School and Community**

3 cr.

This course helps to identify and give the techniques for the use of a great variety of community resources that can be used to enrich classroom instruction. Included also is a study of various outside influences on the school and its curriculum and the techniques of public relations that can be practiced by the classroom teacher.

**Ed 356 Guidance in Elementary Schools**

3 cr.

This course is designed to give the student an initial understanding of the guidance of young children. Study and discussion center around the child himself — his characteristics, needs, problems, motives, and relations with others — and around the techniques and procedures for identifying, studying, and giving help to children in respect to these facets of personality.

## HEALTH AND PHYSICAL EDUCATION DEPARTMENT

JOHN CHELLMAN, Chairman of Department

OWEN DOUGHERTY  
ANN ELLIOTT  
BEVERLY LUCAS  
MARGARET M. MARTIN

REGIS McKNIGHT  
RUTH PODBIELSKI  
LEWIS SHAFFER  
SAMUEL SMITH

MORTON J. MILLS

The Health and Physical Education Department provides required Health and Physical Education courses for all students in all curricula, a number of elective courses for those seeking certification in the field of Education for Safe Living and some non-credit activity courses.

All students are expected to pass a college swimming test. Those who are unable to meet this requirement after considerable training and practice will be given the privilege of meeting a substitute requirement.

The Health and Physical Education Department serves the entire college by means of:

1. Required courses in Health and Physical Education in which effort is made to assist the individual student to attain the highest quality of vigor and skills of which he is capable.
2. Professionalized content for Elementary students preparing them to conduct or assist in conducting a modern Health and Physical Education Program in the public schools.
3. Provides opportunities for participation in worth-while leisure time activities and attainment of skills in those of value for adult use.

All students taking Health the first semester will take Physical Education I the second semester; conversely, students taking Physical Education I the first semester will take Health the second semester. All students will take Physical Education II in the third semester, and Physical Education III in the fourth semester.

## GENERAL EDUCATION COURSES

(Required of all students)

HPe 101 Health

2 cr.

Health consists of a study of the individual and community problems with the chief emphasis placed on the improvement of the student's own health.

**HPe 102 Physical Education I** 1 cr.

This course provides a seasonal program of sports and activities that will have some carry-over value. The activities will improve the physical fitness of the student and develop a number of sport skills.

**HPe 203 Physical Education II** 1 cr.

A continuation of Physical Education I with greater emphasis on participation in activities learned in Physical Education I.

**HPe 204 Physical Education III** 1 cr.

This course will provide for greater specialization in selected activities to bring personal performance ability to advanced levels. "The equivalent of the American Red Cross Standard First Aid Course will be included in this course."

**REQUIRED IN ELEMENTARY EDUCATION****El 314 Teaching of Health and Physical Education** 2 cr.

See Elementary Section for course description.

**ELECTIVE COURSE****HPe 356 First Aid** 1 cr.

The college course includes the Red Cross Standard and Advanced Course which requires 26 hours of work and the Red Cross Instructors Course which requires 3 hours of orientation work. Red Cross certificates will be awarded upon the successful completion of each course. The successful completion of the Instructor's Course permits the holder of that Certificate to conduct classes in First Aid.

**NON-CREDIT ACTIVITY COURSES****Red Cross Lifesaving and Swimming**

The college cooperates with the American Red Cross in conducting lifesaving and swimming classes in the college pool. Many students earn their Senior and Instructor's certificates in Lifesaving. This enables these students to work in summer camps and city pools as lifesavers.

## CERTIFICATION IN THE FIELD OF EDUCATION FOR SAFE LIVING

The State Council of Education approved this new certification January 9, 1948. The four courses below, Introduction to Safety Education, Driver Education, the Organization and Administration of Safety Education, and Methods and Materials in Safety Education in the Secondary Schools meet the requirements for certification with 12 semester hours. A temporary standard certificate is issued upon the completion of these courses and it becomes permanent after two years of successful experience in the field.

### **HPe 251 Introduction to Safety Education** 3 cr.

The Introduction to Safety Education course is one which will be valuable to teachers of all grade levels and all departments. It deals with the recognition of unsafe conditions and practices, and the methods by which they may be eliminated or minimized, in an accident prevention program. The study includes home, school, occupational, and public safety.

### **HPe 252 Driver Education** 3 cr.

Driver Education is a combination of class instruction in traffic safety and driver training in actual behind-the-wheel practice in a dual control car. It prepares the student to teach driver education in a high school. The prerequisites for the course are: the student should have driving ability above the average and evidence of holding a driver's license, plus at least two years of driving experience without having a major accident for which the driver is responsible.

### **HPe 254 Organization and Administration of Safety Education** 3 cr.

The Organization and Administration of Safety Education deals with the basic principles of organizing, administering and supervising safety education procedures in schools. A large part of the course is devoted to methods of teaching pupil safety activities in school and community.

### **HPe 253 Methods and Materials in Safety Education in the Secondary Schools** 3 cr.

Methods and Materials in Safety Education in the Secondary Schools is a course that emphasizes the use of correlating and integrating safety with many different subjects and school activities, teaching as a separate subject and centering safety education around pupil organizations and special projects.

## HOME ECONOMICS DEPARTMENT

OPAL T. RHODES, Chairman of Department

PATRICIA ANN BELL  
HELENA JENSEN  
ALMA KAZMER  
BERTHA KING  
SALLIE SUE KOON

ELIZABETH HEARN LaVELLE  
HELEN C. MERRIMAN  
LEOLA H. NORBERG  
MILDRED E. OMWAKE  
FANNIE DEE SMITH

Preparing Home Economics teachers and Food Service managers for schools in the state is the purpose of the department. Teacher education graduates receive a provisional certificate valid for teaching in any Home Economics position in the public schools of Pennsylvania. A teaching minor can be secured in some fields of certification if a student selects electives to supplement the 60 hours required in general education. However, more semester hours of electives than are required for graduation are usually necessary. The high standards held by the College and the Department cause the demand for Indiana graduates to greatly exceed the supply.

Because of admission requirement the academic course in high school is usually the most desirable but is not a requirement.

All teacher education candidates are required to take basic courses in all Home Economics areas listed in the State Guide to High School Homemaking. In addition to class work each student outlines a developmental program for herself which she expects to insure proficiency in every area by supplementing her pre-college and class experiences. These experiences usually include many contacts with people and one or more periods of employment. Collecting educational materials to be used as teaching aids in each area is also a four year program. Participation in the Freshman and Upper Class Home Economics Clubs prepares for future professional work and sponsorship of the High School F.H.A. groups. The trip to the Farm Show during the senior year is valuable.

Experience with babies under a year old and with nursery school children provide an interesting and valuable education in human understanding and development and for child care and guidance. Opportunities to work with elementary school children, with high school classes and with adults in all home economics areas parallel methods class. Student teaching is off campus in typical high schools with superior teachers.

The Curriculum in School Food Service Management prepare graduates to supervise the food service in the large school units that are becoming more common and proficient. The program leads to a B.S. degree and meets certification requirements in School Food Service Management which the State Department of Public Instruction recently developed. The contribution of an adequate diet to the well-being, health and education of children is much too vital to be entrusted to non-professional supervision. The courses included in this

program meet the requirements of the American Dietetics Association, which serves much the same purpose for food service accreditation that the Middle States Association does in education.

While certain courses are planned for non-majors students from other departments are welcome in all courses for which they are qualified when space is available.

Expenses for the college year of 36 weeks amount to about \$950-.00. The costs for one semester are itemized below but are subject to change. Books and supplies are extra.

Basic Fee (payable in two installments) .....	\$152.00
Housing Fee (payable in two installments) .....	306.00
Activity Fee .....	20.00
<hr/>	
Total for one semester .....	\$478.00



## CURRICULUM IN HOME ECONOMICS EDUCATION

## FIRST SEMESTER

	Hours	
	Clock	Sem.
EngS 101 Communications I _____	5	5
English I (3-3) and Speech I (2-2)		
HPe 101 Health Education _____	2	2
HE 213 Principles of Design _____	4	2
HE 112 Clothing I _____	6	3
Biol 151 Physiology _____	3	3
Mus 101 Introduction to Music _____	3	2
	23	17

## SECOND SEMESTER

	Hours	
	Clock	Sem.
EngS 102 Communications II _____	5	5
English II (3-3) and Speech II (2-2)		
HE 113 Household Care & Equipment _____	4	2
HE 111 Foods I _____	6	3
Sci 102 Basic Physical Science _____	4	3
HPe 102 Physical Ed. I _____	2	1
Geog 111 World Geography _____	3	3
	24	17

## THIRD SEMESTER

Chem 151 Inorganic Chemistry _____	5	3
HE 211 Foods II _____	6	3
SS 202 History of Civ. II _____	3	3
Psy 201 General Psychology _____	3	3
HPe 203 Physical Education II _____	2	1
Psy 215 Child Development _____	3	3
	22	16

## FOURTH SEMESTER

EngS 201 Literature I _____	2	2
Chem 152 Organic Bio-Chemistry _____	5	3
HPe 204 Physical Ed. III _____	2	1
SS 302 History of U.S. & Pa. II _____	3	3
HE 215 Home Furnishing _____	4	3
HE 212 Nutrition _____	4	3
	20	15

## FIFTH SEMESTER

HE 312 Housing _____	2	2
Psy 302 Educational Psychology _____	3	3
HE 214 Clothing II _____	4	2
HE 216 Clothing Selection _____	3	2
HPe 356 First Aid _____	2	1
HE 411 Family Relations _____	3	3
Elective _____	2	2
	19	15

## SIXTH SEMESTER

HE 314 Textiles & Clothing Economics	4	3
Ed 301 Audio-Visual Ed. _____	3	2
HE 313 Food Service Management _____	9	3
Biol 361 Microbiology _____	5	3
HE 413 Consumer Economics _____	2	2
EngS 301 Literature II _____	2	2
Elective _____	2	2
	26	17

## SEVENTH SEMESTER

HE 415 Methods in Home Economics (Vocational) _____	3	3
Ed 421 Professional Practicum _____	6	2
HE 416 Family Finance _____	2	2
HE 417 Clothing III _____	4	2
Ed 302 History & Philosophy of Am. Education _____	3	3
SS 401 American Citizenship _____	3	3
Elective _____	2	2
	23	17

## EIGHTH SEMESTER

Ed 421 Student Teaching _____	20	8
HE 414 Home Management _____	9	3
Ed 422 School Law _____	1	1
HE 412 Nursery School Child _____	4	2
HE 311 Home Care of Sick _____	2	1
	36	15

## CURRICULUM IN SCHOOL FOOD SERVICE MANAGEMENT

Sequence of courses subject to change for administrative purposes.

### FIRST SEMESTER

	Hours	
	Clock	Sem.
EngS 101 Communications I _____	5	5
HE 113 Household Care & Equipment _____	4	2
HE 111 Foods I _____	6	3
Sci 102 Basic Physical Science _____	4	3
HPe 102 Physical Ed. I _____	2	1
Geog 111 World Geography _____	3	3
	—	—
	24	17

### SECOND SEMESTER

	Hours	
	Clock	Sem.
EngS 102 Communications II _____	5	5
HPe 101 Health _____	2	2
HE 213 Principles of Design _____	4	2
Biol 151 Physiology _____	4	3
Mus 101 Introduction to Music _____	3	2
Psy 215 Child Development _____	3	3
	—	—
	21	17

### THIRD SEMESTER

Chem 151 Inorganic Chemistry _____	5	3
HE 211 Foods II _____	6	3
SS 202 History of Civ. II _____	3	3
Psy 201 General Psychology _____	3	3
HE 216 Clothing Selection _____	3	2
HE 312 Housing _____	2	2
	—	—
	22	16

### FOURTH SEMESTER

EngS 201 Literature I _____	2	2
Chem 152 Org.-Bio. Chemistry _____	5	3
HPe 204 Physical Ed. III _____	2	1
SS 302 History of U.S. & Pa. II _____	3	3
HE 212 Nutrition _____	4	3
HE 215 Home Furnishing _____	4	3
	—	—
	20	15

### FIFTH SEMESTER

Psy 302 Educational Psychology _____	3	3
HE 313 Food Service Management _____	9	3
Biol 361 Microbiology _____	5	3
HE 414 Consumer Economics _____	2	2
HE 314 Textiles & Clothing Ec. _____	4	2
Elective _____	3	3
	—	—
	26	16

### SIXTH SEMESTER

Ed 301 Audio-Visual Ed. _____	3	2
HE 356 Food Service Administration _____	3	3
Chemistry elective _____	5	3
EngS 301 Literature II _____	2	2
HE 416 Family Finance _____	2	2
HE 364 Methods of Teaching _____	5	3
HPe 356 Adv. First Aid _____	2	1
	—	—
	22	16

### SEVENTH SEMESTER

HE 411 Family Relations _____	3	3
Ed 302 History & Phil. of American Ed. _____	3	3
SS 401 American Citizenship _____	3	3
HE 360 Accounting for Food Service Operation _____	6	3
Elective _____	3	3
Ed 422 School Law _____	1	1
	—	—
	16	16

### EIGHTH SEMESTER

HE 361 Food Service Experience _____	20	6
HE 414 Home Mgt. (Residence) _____	9	3
HE 359 Food Purchasing _____	3	3
HE 358 Food Service Equipment & Layout _____	3	3
	—	—
	35	15

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## COURSES REQUIRED IN BOTH FIELDS

### **HEc 111 Foods I** 3 cr.

Basic principles of meal planning, food selection and preparation are covered as they relate to family meals. Table service and marketing are included. Demonstrations and other teaching techniques give emphasis to the preparation for teaching. Laboratory work provides experience and evaluation of standards. Three nurses uniforms and comfortable white shoes are needed.

### **HEc 113 Household Care and Equipment** 2 cr.

Principles needed for the wise selection, efficient operation and care of kitchen, laundry, and other household equipment are studied and applied. Comparative studies of operation and efficiency of various kinds of equipment, procedures and cleaning materials are emphasized. Good management in arrangement, storage and working heights and procedures that will save time, energy and money and secure good results in family living form the basis of the course.

### **HEc 211 Foods II** 3 cr.

Foods studied and prepared present more advanced problems in cookery and meal service than those of Foods I. Some of these relate to food preservation, freezing of foods, meat selection and cookery, poultry dressing, methods of making breads, cakes and pastry. Recent research and experimentation indicating new and improved methods of cookery are considered. Demonstrations and other teaching techniques serve as a preparation for teaching.

### **HEc 212 Nutrition** 3 cr.

Positive relation of food to health is emphasized. Signs of good and poor nutrition, functions of nutrients, interdependence of dietary essentials, and nutritive essentials of an optimum diet are studied. Nutritional requirements in infancy, childhood, adult life, pregnancy, lactation, old age, common nutritional deficiency and disorders are emphasized. Adequate diets on different economic levels, racial and nationality are considered. Laboratory work provides for further understanding of these problems.

### **HEc 213 Principles of Design** 2 cr.

An understanding is gained of art principles such as color, line, mass, rhythm, balance, etc., as they apply to everyday living. Dimensional factors of aesthetic problems are studied. Art problems of living are given consideration. Students develop ability to experience aesthetic values and to express aesthetic feelings.

**HEc 215 Home Furnishing****3 cr.**

Students develop ability to create attractive livable homes and judgment in selecting and purchasing suitable home furnishings. Floors, walls, and windows, the arrangement of furnishings and furniture and remedies for problem rooms and houses are studied. Improvising, mending, remodeling, and refinishing furniture, making curtains, slip covers, and draperies, etc., provide practical problems.

**Psy 215 Child Development****3 cr.**

The physical, emotional, social and intellectual development of the human from conception through early adolescence is considered. Studies and research from psychology, anthropology, science, medicine and sociology contribute to a better understanding of normal behavior and wiser guidance of the child as he progresses toward optimum development in the home, school and community. Conditions held to be essential for wholesome growth are analyzed. Reasons for and values in individual differences are sought.

**HEc 216 Clothing Selection****2 cr.**

Opportunity to select clothing for herself and others under supervision is provided. Personality, coloring and figure variations are studied in relation to color, texture and pattern designs. Costume accessories are designed or selected. Class experiences create a consciousness of the value of being well groomed and provide techniques for accomplishing this. Prerequisite: Principles of Design.

**HEc 312 Housing****2 cr.**

Problems confronting families in finding suitable housing are considered. Community planning, selection or construction of homes, architectural designs, materials and processes in construction and finishes, factors affecting costs and quality, building economics, legal aspects, heating, ventilation, lighting, plumbing, floor plans for convenience, comfort, and aesthetic values, and housing maintenances are studied.

**HEc 313 Food Service Management****3 cr.**

This course provides instruction and fundamental experiences essential to quantity food service. These experiences include planning, preparing and serving lunches that are nutritionally adequate, attractive and inexpensive. The requirements of the National School Lunch Program are emphasized.

**HEc 314 Textiles and Clothing Economics****2 cr.**

Fibers, fabrics and finishes used in clothing and household textiles are investigated from the standpoint of quality, cost and type of cleanliness care needed. Problems in clothing for the family are stud-

ied in relation to the family's needs and income. Knowledge of laws governing labeling of fibers, fabrics and clothing are applied to clothing and household merchandise as sold in stores.

**HEc 411 Family Relations**

3 cr.

Students have opportunity to gain knowledge and understanding of personality development and the importance of early family and community influence in well adjusted lives and family stability. Emphasis is on preparation for marriage and problems of human relations within homes. Reading, discussion, and conferences are used in facing and solving problems.

**HEc 413 Consumer Economics**

2 cr.

Sociological and psychological reactions are discussed in relation to customs, advertising and income. Knowledge of production, distribution, retail merchandising and consumer buying is fundamental to wise use of resources. Emphasis is placed on use of governmental and private aids to consumers. Comparative shopping studies are required of each student. Gaining maximum satisfaction from goods and services available to each family is an important goal.

**HEc 414 Home Management**

3 cr.

Students experience decision making in group living. Managerial ability, values, goals, and satisfying human relations are developed as family members care for the baby; shop; plan, prepare and serve attractive, nutritious meals; use and care for equipment and furnishings and in other ways provide for individual and group home needs and social functions.

**HEc 416 Family Finance**

2 cr.

Economic principles underlying personal and family financial problems are studied. Sources of income; how family members can reduce expenditures through wise use of time, material and human resources, increasing real and psychic income, accounts; savings and investments; legal contracts; banking; home production; the optimum use of social income sources; and planning for the wise use of the family income are all studied. An understanding of what low incomes mean in terms of living is sought. Ways of helping families live better on their incomes are emphasized.

## REQUIRED COURSES FOR HOME ECONOMICS TEACHER EDUCATION STUDENTS ONLY

### HEc 112 Clothing I

3 cr.

The student's choice of fabrics and design is based on her previous experience in Clothing. Emphasis is on selection of appropriate construction processes to produce garments better than higher priced ready-mades. Involved are skilled use of the sewing machine and efficient management for quicker garment making. The sizing and fit of commercial patterns are studied. Approximate cost of fabrics for 3 garments \$20.00.

### HEc 214 Clothing II

2 cr.

An intensive study of the practical methods of solving fitting problems and applying the principles of dress design form the basis for this course. Practical applications are made by flat pattern designing and the construction of a dress. Students demonstrate difficult construction processes in sewing. Cost of fabric is approximately \$15.00. Prerequisite: Clothing I.

### HEc 311 Home Care of the Sick

1 cr.

Principles of the care of the sick in the home and of need in time of disaster and emergencies are studied. Practical laboratory experience is provided. The student is awarded the American Red Cross Home Nursing certificate upon completion of the course.

### HEc 412 Nursery School Child

2 cr.

Opportunity for observation, study, and care of children between 2 and 5 is provided.

### HEc 415 Methods in Teaching Home Economics (Vocational)

3 cr.

This course is a prerequisite to Student Teaching and is taken concurrently with Ed 422 Professional Practicum (2 sem. hrs.). Students are helped to recognize, understand and solve problems of the homemaking teacher. Some teacher responsibilities considered are understanding pupils, homes, families, and communities; curriculum planning; pupil-teacher planning; teaching techniques and aids; home visits and guided home experiences; adult education; homemaking in elementary schools; homemaking for boys and co-educational classes; evaluation techniques; The Future Homemakers of America; and department management.

### HEc 417 Clothing III

2 cr.

A coat or suit is tailored and a short unit is included on the more difficult mending problems. Additional ability is gained in pattern construction, use and techniques. The Bishop Method of tailoring is used. Cost of fabric is approximately \$25.00 to \$30.00.

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**REQUIRED COURSES FOR SCHOOL FOOD SERVICES STUDENTS ONLY****HEc 356 Food Service Administration 3 cr.**

In this course emphasis is given to the problems of management such as professional standards and ethics, personnel policies and management, organization and administration, sanitation and cost control. Field trips to various types of food service units are included.

**HEc 358 Food Service Equipment and Layout 3 cr.**

Selection, arrangement and care of equipment and furnishings for food service organizations.

**HEc 359 Food Purchasing 3 cr.**

Standards of quality, food laws, food cost factors, distribution and storage of food supplies to serve as a basis for purchase of such commodities for school food service.

**HEc 360 Accounting for Food Service Operations 3 cr.**

Business procedures and practices; the use of accounting as a managerial tool; introduction of the basic theory of accounts; knowledge and skill adequate to keep books for a food service operation; journalizing, posting use of ledger accounts, closing of books of original entry and statement preparation.

**HEc 361 Food Service Experience 6 cr.**

Experience in a public school food service in the supervision of the school lunch program through participating in planning, marketing, preparation of food, serving, direction of paid and non-paid helpers, care of equipment, and keeping the books. Making the school lunch room a part of the total education program is emphasized.

**HEc 364 Methods in Teaching 3 cr.**

An intensive study is made of Home Economics as it relates to and interrelates with the entire school and educational program. Curriculum, teacher responsibilities, pupil-teacher planning, home-school relations, teaching techniques and aids, learning, evaluation and special school functions are studied. Observations are included.

**ELECTIVES IN BOTH FIELDS****HEc 353 Clothing IV 2 cr.**

An appreciation of what constitutes good design in hats as part of the complete ensemble is developed. Selection, construction and remodeling hats for different seasons is included.

**HEc 354 Clothing V****3 cr.**

Clothing problems met by individuals in home, college and teaching are solved. This course also provides a background for students who have had little previous experience in clothing. Prerequisite: Consent of the instructor.

**HEc 355 Diet in Disease****3 cr.**

A study is made of diet problems of infants, growing children, the aged, pregnant and lactating women, and diseases such as diabetes, nephritis, gastro-intestinal disease and others needing special dietary treatment. Special diets are planned, calculated, and prepared. The course is planned for students desiring advanced nutritional study. Prerequisites: Foods I, Nutrition, Chemistry, Physiology or Biology.

**HEc 357 Special Problems in Foods****3 cr.**

Emphasis is placed on unusual methods of food preparation, the preparation and service of foods of foreign origin, foods for special occasions, demonstrations, and the use of illustrative materials. Other food problems of the group and individual class members are met. Prerequisites: Foods I and II or the instructor's permission.

**HEc 362 Experimental Foods****3 cr.**

Experimental Foods is designed as a study of food preparation based upon the scientific method wherein effects of chemical and physical principles are observed. This will be accomplished by investigating problems of a group as well as on an individual basis. Studies on fruits, vegetables, gelatin products, meat, milk, eggs and baked goods will be covered in laboratory preparation. Problems studied in the laboratory will be analyzed and observed objectively with resulting conclusions set forth in written reports. Prerequisites: Foods I and II and Organic-Bio. Chemistry.

**HEc 363 The Family and the Community****3 cr.**

An intensive study is made of community contributions and problems that affect the family as well as of the contributions of families to the community. Group dynamics, media of communication, and other experiences that aid understandings of human processes and that develop leadership will be investigated and used. Field work is an integral part of the course.

**HEc 403 Home and Family Living****3 cr.**

Economic competency for consumer is stressed. Nutritional, housing, home furnishing, household equipment, health, clothing, transportation and operational needs of families are studied. Insurance, investment and financing purchases is studied. Information is gained so that each family may derive the greatest benefits and satisfactions



within their income and values. This course not only meets the needs of non-majors but provides a review for home economists returning to the profession and up-to-date material in the many areas of Home Economics.

**HEc 451 Clinic in Home Economics Education**

3 cr.

This course is planned to meet the needs of experienced teachers and of college Home Economics graduates expecting to return to teaching. Educational philosophy as it applies to Home Economics, the psychology of learning, evaluation, curriculum planning and effective teaching are reviewed in terms of the best present educational practice. Special problems of class members are solved where possible.

## MILITARY SCIENCE AND TACTICS DEPARTMENT

LT. COLONEL ARCHIE T. MADSEN, Chairman of Department

MAJOR JAMES M. SKINNER  
CAPTAIN DON A. WILKINSON  
CAPTAIN WILLIAM K. HUNZEKER  
CAPTAIN JOHN P. BURKE  
MSGT. WILLIAM E. DELONG

MSGT. GEORGE KOHUT  
SFC ARTURO ALAYON  
SFC VERNON ASHBROOK  
SGT FRANK KULKOSKY  
SGT. WILLARD U. MORGAN

Indiana State College, Indiana, Pennsylvania, is authorized a Senior Division, Reserve Officers Training Corps unit. The mission is to provide junior officers who have the qualities and attributes essential to their progressive and continued development as officers of the Army of the United States.

## REQUIREMENTS FOR ENROLLMENT

The general requirements for enrollment in the ROTC are that the student be a citizen of the United States, physically qualified as prescribed by the Department of the Army, accepted by the institution as a regularly enrolled student, not less than 14 years of age, but less than 24 years of age at the time of enrollment. For continuance in the ROTC the student must successfully complete such general survey or screening tests as are given to determine eligibility for admittance to the Advanced Course, and agree in writing upon admission to the advanced course to complete the course of instruction offered, unless released by the Department of the Army. Veterans may receive credit for portions of the ROTC military course for military service completed prior to enrollment in ROTC.

## WHAT ROTC OFFERS

Uniforms, equipment, ROTC textbooks are issued without cost to formally enrolled cadets.

Students having successfully completed the Basic Course, or having at least one year of active service in the Armed Forces, and meeting the Advanced Course admission requirements are paid a subsistence allowance in lieu of rations currently amounting to twenty-seven (27) dollars per month during the time they are taking the Advanced Course.

After the student completes the Advanced Course and receives his baccalaureate degree from the college he is eligible for a commission as a second lieutenant in the United States Army Reserve.

Students who have completed the first year Advanced Course and have displayed outstanding qualities of military leadership, high moral character, and definite aptitude for military service are designated "Distinguished Military Students." Students so honored who main-

tain the standards until graduation are designated "Distinguished Military Graduates," and are eligible for appointment in the Regular Army.

Policies affecting enrollment and continuance of students in the Senior Division of the Reserve Officers Training Corps are included in the provisions of the Selective Service Act of 1950. This Act provides for military deferment of students (certain basic course students upon request, and all advanced course students) until completion of their academic course under the following conditions:

1. Students enrolled in the ROTC must remain in good standing in both their academic and military courses.
2. They must demonstrate proper and sufficient aptitude and leadership characteristics ultimately to qualify them for appointment as commissioned officers.
3. They must attend a summer training camp, when ordered by competent authority (usually at the end of the Junior year).
4. They are required to sign an agreement to accept a commission in the Army, if and when tendered, and to serve not to exceed two (2) years on active duty as an officer, subject to call by the Secretary of the Army.

### SPECIAL FEES

**ROTC Activity Fee and Clothing Deposit.** The sum of \$7.00 is collected in September from each cadet enrolled in ROTC. Of this amount \$1.00 represents the cadet's initial share of the cost of the annual Military Ball; \$.50 covers the cost of the cadet name tag (normally deducted on initial enrollment only); \$.10 for cadet hand book and the remainder is a deposit against possible loss of items of clothing or equipment loaned to the cadet by the U. S. Government. Refunds are made at the end of the school year, or earlier, as applicable.

### CURRICULUM IN MILITARY SCIENCE AND TACTICS

The Military Science curriculum covers four years and is divided into two courses: The Basic Course and the Advanced Course.

#### THE BASIC COURSE

The first two years of Military Science comprise the Basic Course which furnishes a background in basic military subjects. A minimum of two hours instruction each week is required for the MS 101 and 102 courses and a minimum of three hours for courses 203 and 204.

### 1st Year

**MS 101 Military Science I** 2 cr.

Instruction in Organization of the Army and ROTC; Individual Weapons and Marksmanship; and Leadership.

**MS 102 Military Science I** 2 cr.

Instruction in United States Army and National Security; and Leadership.

### 2nd Year

**MS 203 Military Science II** 2 cr.

Instruction in Map Reading; Basic Tactics and Techniques; and Leadership.

**MS 204 Military Science II** 2 cr.

Instruction in American Military History; and Leadership.

## THE ADVANCED COURSE

The second two years comprise the Advanced Course, each year of which consists of 105 hours of instruction in Military subjects and 45 hours of instruction in selected academic fields approved by the Professor of Military Science and Tactics. Students who clearly demonstrate during their attendance in the Basic Course the qualities necessary to become a Reserve Officer of the U. S. Army are enrolled in the Advanced Course.

For admission to this course a student must fulfill the following: have completed the Basic Course; be selected by the Professor of Military Science and Tactics and the President of the College; be 26 years of age or under at time of enrollment; meet physical requirements as established by the Department of the Army; execute a contract with the Government to finish the course, attend a six-week summer camp and accept a commission in the United States Army Reserve, if tendered. When contract is signed, completion of the Advanced Course becomes a requirement for graduation unless contract is cancelled by the Department of Army.

### 3rd Year

**MS 305 Military Science III** 3 cr.

Instruction in Principles of Leadership; Military Teaching Methods; Quartermaster Tactics and Techniques; and Leadership Laboratory.

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### 3rd Year

**MS 306 Military Science III** 3 cr.

Instruction in Quartermaster Tactics and Techniques; Pre-Camp Orientation; and Leadership Laboratory.

### 4th Year

**MS 407 Military Science IV** 3 cr.

Instruction in Quartermaster Tactics and Techniques; Army Administration; Military Law; and Leadership Laboratory.

**MS 408 Military Science IV** 3 cr.

Instruction in Service Orientation; Role of the United States in World Affairs; and Leadership Laboratory.

### SUMMER CAMP

The six weeks of summer camp is attended by students upon completion of the first year of the Advanced Course of Military Training. Time at camp is devoted to the practical application and demonstration of principles and theories taught during the school year. While at camp each student will receive lodging, subsistence, uniforms, medical care, reimbursement for travel and pay of the first enlisted grade of the United States Army (currently \$78.00 per month).

## MUSIC DEPARTMENT

HAROLD S. ORENDORFF, Chairman of Department

WILLIAM BECKER  
ROBERT W. BURGGRAF  
DONALD J. CALDWELL  
CATHERINE C. CARL  
CHARLES A. DAVIS  
DANIEL DICICCO  
GLADYS DUNKELBERGER  
OLIVE FORNEAR  
WALTER A. GOLZ  
MARY E. FIORE

ARVILLA HARROLD  
THOMAS J. HUGHES  
H. EUGENE HULBERT  
FEDOR KABALIN  
C. DAVID McNAUGHTON  
RUSSEL C. NELSON  
CLEL T. SILVEY  
BETTY DANDO STEWART  
LAWRENCE C. STITT  
ALLEN R. TRUBITT

**Objectives of the Department:** The main objective of the Department of Music Education is to contribute toward the general education and professional preparation of the college student as a citizen and as a teacher for the public schools. Toward this goal, the department regards its responsibility in a 3-fold capacity: (1) To the general college student, (2) To the future elementary classroom teacher, and (3) To the student who majors in Music Education and who will be certified to teach music in the schools of the Commonwealth.

**Requirements for Admission:** Admission to the Music Education Department at Indiana State College requires the following procedure in addition to general entrance requirements:

1. Submit a letter of recommendation from the high school and/or private music teacher.
2. Demonstrate keyboard facility by means of a prepared selection at the piano.
3. Demonstrate satisfactory sight-reading ability on the piano.
4. Demonstrate vocal control by singing a prepared art song with accompaniment. An accompanist will be furnished by the department.
5. Demonstrate satisfactory sight-reading ability with his voice without accompaniment.
6. Demonstrate musicality by means of a prepared selection on one or more of the standard band or orchestral instruments with accompaniment. An accompanist will be furnished by the department.
7. Demonstrate sight-reading on one of the standard band or orchestral instruments without accompaniment.

Items two through seven will be recorded on tape for future reference.

The purpose of the above procedure is to prove teachability and basic musicianship before admission to college level work in a teacher training institution. An outstanding rating in all areas is not necessary. A student with no piano background may be admitted if the student

is strong in the other areas. A candidate with **no instrumental background may be admitted** by strength evidenced in keyboard and voice.

The music staff at Indiana feel that, first of all, the applicant **must** prove the possession of a reasonable degree of musical potential. Then he may begin his teacher training, as we are exclusively engaged in the training of teachers of music.

The fees for a college year of 36 weeks amount to \$1025.00. The costs for one semester are itemized below, but are subject to change. Books and supplies are extra.

Basic Fee (Covering cost of class instruction, private lessons, piano rental) .....	\$170.00
Housing Fee .....	306.00
Activity Fee .....	20.00
	<hr/>
	\$506.00

## ENSEMBLES

Students in the vocal music education curriculum, whether their major is piano or voice, will participate in one of the large vocal ensembles every semester. Freshmen are not eligible for the College Choir.

Students in the instrumental music education curriculum will participate in one of the large instrumental ensembles every semester. They will further be required to participate in one vocal ensemble each semester of their freshman year.

Students in the general music education curriculum will be required to participate in one vocal and one instrumental ensemble each semester.

If one of the music ensembles is in need of a particular player because of the uniqueness of the instrument or voice, the student may be required to participate even though he has fulfilled the above requirements.

## CURRICULUM IN MUSIC EDUCATION

Sequence of courses subject to change for administrative purposes.

Students may elect one of the following curricula at the time of their entrance examination:

### FIRST SEMESTER

	Vocal		Instr.		General	
	Clock	Sem. Hours	Clock	Sem. Hours	Clock	Sem. Hours
EngS 101 Communication I _____	5	5	5	5	5	5
Art 101 Intro. to Art _____	3	2	3	2	3	2
Mus 111 Solfeggio I _____	3	2	3	2	3	2
Mus 211 Theory I _____	5	4	5	4	5	4
Applied Music _____	12		18		18	
Class Voice, 1; Private Piano, 1 _____		2				
*Major Instrument, 1; Class Violin, 1; Pvt. Piano, 1 —				3		
Private Piano, 1; Class Voice, 1; Class Clarinet, 1 —						3

### SECOND SEMESTER

EngS 102 Communication II _____	5	5	5	5	5	5
HPE 101 Health _____	2	2	2	2	2	2
Mus 112 Solfeggio II _____	3	2	3	2	3	2
Mus 212 Theory II _____	5	4	5	4	5	4
Applied Music _____	12		18		18	
Class Voice, 1; Private Piano, 1 _____		2				
*Major Instr., 1; Class Clarinet, 1; Private Piano, 1 —				3		
Private Piano, 1; Class Voice, 1; Class Violin, 1 —						3

### THIRD SEMESTER

EngS 201 Literature I _____	2	2	2	2	2	2
SS 202 Hist. of Civ. II _____	3	3	3	3	3	3
_____ For. Lang. _____	3	3	3	3	3	3
Mus 313 Theory III _____	3	3	3	3	3	3
Applied Music _____	18		18		18	
Pvt. Vo. or P., 1; Pvt. Piano or Vo., 1; Cl. Vio., 1 —		3				
*Major Instr., 1; Class Strings, 1; Class Voice, 1 —				3		
Pvt. Piano, 1; Private Voice, 1; Cl. Woodwinds, 1 —						3

### FOURTH SEMESTER

_____ For. Lang. _____	3	3	3	3	3	3
Psy 201 General Psychology _____	3	3	3	3	3	3
Sci. 101 Bas. Bio. Sci. _____	4	3	4	3	4	3
Sci 102 Bas. Phy. Sci. _____	4	3	4	3	4	3
Mus 314 Theory IV _____	3	3	3	3	3	3
Mus 102 Eurythmics I & II _____	2	1	2	1	2	1
Applied Music _____	18		18		18	
Pvt. Vo. or P., 1; Pvt. Piano or Vo., 1; Cl. Clar., 1 —	3					
*Major Instr., 1; Cl. Woodwinds, 1; Class Voice, 1 —			3			
Private Piano, 1; Private Voice, 1; Class Strings, 1 —						3



## FIFTH SEMESTER

	Vocal		Instr.		General	
	Clock	Sem.	Clock	Sem.	Clock	Sem.
EngS 301 Literature II _____	2	2	2	2	2	2
SS 302 Hist. of U.S. & Pa. II _____	3	3	3	3	3	3
HPe 204 Phys. Ed. III _____	2	1	2	1	2	1
Mus 215 Survey of Music Literature _____	3	3	3	3	3	3
Mus 315 Methods I (Elementary) _____	3	2			3	2
Mus 316 Methods II (Junior High School) _____			3	2		
Mus 219 Conducting I (Fundamentals) _____	3	2	3	2	3	2
Applied Music _____	18		18		18	
Pvt. Voice or P., 2; Pvt. Piano or Voice, 1 _____		3				
*Major Instr., 1; Class Cornet, 1; Cl. Percussion, 1 _____				3		
Class Cornet, 1; Class Percussion, 1; Elective, 1 _____						3

## SIXTH SEMESTER

Ed 301 Audio Visual Education _____	3	2	3	2	3	2
Psy 302 Ed. Psych. _____	3	3	3	3	3	3
Mus 311 Music History I _____	3	3	3	3	3	3
Mus 316 Methods II (Junior High School) _____	3	2			3	2
Mus 410 Methods III (Senior High School) _____	3	2	3	2	3	2
Mus 223 Conducting III (Instrumental) _____			3	2		
Mus 220 Conducting II (Choral) _____	3	2			3	2
Mus 411 Methods IV (Instrumental) _____			3	2		
Applied Music _____	18		12		18	
Pvt. Voice or P., 2; Pvt. Piano or Voice, 1 _____		3				
*Major Instrument, 1; Class Brass, 1 _____				2		
Class Brass, 1; Elective, 2 _____						3

## SEVENTH SEMESTER

SS 401 American Citizenship _____	3	3	3	3	3	3
Science Elective _____	4	3	4	3	4	3
Ed 302 Hist. & Phil. Am. Ed. _____	3	3	3	3	3	3
Mus 312 Music History II _____	3	3	3	3	3	3
Music Electives _____	6	4				
Mus 353 Counterpoint _____			3	2		
Mus 411 Methods IV (Instrumental) _____					3	2
Mus 223 Conducting III (Instrumental) _____					3	2
Mus 415 Orchestration _____			3	2		
Applied Music _____	12		6			
Pvt. Voice or Piano, 1; Class Cornet, 1 _____		2				
*Major Instrument, 1 _____				1		

## EIGHTH SEMESTER

Ed 421 Student Teaching _____	30	12	30	12	30	12
Ed 422 Professional Practicum _____	2	2	2	2	2	2

\*Instrumental students may major on any one of the following instruments: Violin, Viola, Cello, Bass Viol, Clarinet, Flute, Oboe, Bassoon, Cornet, French Horn, Trombone, Tuba, Percussion, Saxophone, or Baritone.

## GENERAL EDUCATION COURSE

### (Required of All Students)

#### Mus 101 Introduction to Music

3 hours — 2 cr.

This course provides an orientation in music experience from present to past, and is required of all college students. It aims (1) to enrich the student's cultural experience, as well as (2) to equip the prospective teacher with an understanding of music as it relates to general education and the art of daily living. The possibility of correlations with other subjects is explored. No prerequisite courses or special abilities are required.

### MUSIC THEORY

The theory courses aim to develop the techniques required for a comprehensive understanding of music literature through analysis and the creative approach. Constant emphasis is made upon the practical application of skills. Facility at the keyboard is one of the most important general functional aims throughout all theory courses. The teachers of private piano are expected to assist with the keyboard drills.

#### Mus 111 Solfeggio I

2 cr.

Solfeggio aims to develop the student's ability to learn to read at sight with sol-fa syllables. Problems studied include: all major and minor scales; treble, alto, tenor, and bass clef; all diatonic intervals; duple and triple meter with rhythmic dictation drills; phrase-wise thinking, and elementary form analysis.

#### Mus 112 Solfeggio II

2 cr.

Solfeggio II aims to increase the sensitivity of the student to correct intonation. In addition to a continuation of the materials begun in Solfeggio I, the following additional problems are begun: part singing, compound meters, written melodic and rhythmic notation. Prerequisite: Solfeggio I.

#### Mus 211 Theory I

4 cr.

Theory I includes the hearing, playing and writing of the primary harmonies in all inversions using the chorale style of harmonization; the dictation of melodies and notation of concomitant harmonies; the study of the phrase and period through the melodies harmonized.

#### Mus 212 Theory II

4 cr.

The work done in Theory I is broadened to include secondary triads and seventh chords, mastery of the circle of fifths, modulation to related keys. Harmonization of melodies in the piano style is begun. Writing of original melodies is introduced. The double-period and phrase group serve as the units for analysis. Prerequisite: Theory I.

**Mus 313 Theory III** 3 cr.

This course includes the study of chromatic harmonies and modulation to remote keys, as well as writing for Men's and Women's Choruses; the study of the song-forms and simple rondo forms; harmonic dictation. Prerequisite: Theory II with a grade of C or better.

**Mus 314 Theory IV** 3 cr.

Theory IV requires continued harmonization at the keyboard, including transportation; further work with chromatic harmonies; study of the higher rondo, sonatina and sonata-allegro forms; original writing. Prerequisite: Theory III with a grade of C or better.

**Mus 353 Counterpoint** 2 cr.

This course consists of study and analysis of representative works of the great polyphonic writers from the 16th to the 18th centuries. Original work in these styles and forms is also required. Prerequisite: Theory IV with a grade of C or better.

**Mus 354 Composition** 2 cr.

In this elementary course each student is offered guidance and aid in writing pieces in the forms, styles, and mediums best suited to his own special capabilities and needs. Prerequisite: Theory IV with a grade of C or better.

**Mus 355 Advanced Harmony** 2 cr.

This is a course designed to give the student advanced study in harmony which will lead to a better understanding of the idiom of present day music. Prerequisite: Theory IV with a grade of C or better.

**Mus 415 Orchestration** 2 cr.

The student is given practice in arranging music for each section of the symphony orchestra, for various small ensembles, and for full symphony orchestra, symphonic band and marching band. Whenever possible, the arrangements are performed in class, or by one of the college instrumental groups.

## MUSIC LITERATURE AND HISTORY

**Mus 215 Survey of Music Literature** 3 cr.

Emphasis is placed upon the understanding of major forms of music such as suite, symphonic poem, opera, oratorio, and the sonata, concerto, symphony, quartette, etc., with the hearing of outstanding examples of each of these forms studied, as far as time will allow. Relevant material concerning the music, composer, or period appropriate to the musical enjoyment and understanding of each composition is presented.

**Mus 311 Music History I****3 cr.**

A concentrated study of the development of music from that of primitive peoples through the Baroque period (1750). The characteristics of vocal and instrumental music of each period are carefully presented through study, discussions, and the listening to or performing of appropriate music provided by recordings, classmates, or various concert programs.

**Mus 312 Music History II****3 cr.**

A continuation of History of Music I through the eighteenth and nineteenth centuries with stress being placed upon the outstanding composers, trends, forms, and literature of these centuries.

**Mus 356 American Music****2 cr.**

This course provides a study of the history of American Music from the 17th Century to the present. Early American Musical heritages are traced from pre-revolutionary America. Prerequisites: Music History I and II.

## CONDUCTING

**Mus 219 Conducting I (Fundamentals)****2 cr.**

The emphasis will be on basic skills in the conducting process. Conducting I will be a prerequisite for Conducting II or Conducting III.

**Mus 220 Conducting II (Choral)****2 cr.**

The application of the basic conducting technique will be to the specific problem in the area of choral music. The student will be required to conduct the rest of the class in many of the standard choral works. Also a survey of suitable materials, organizational problems, testing of voices, rehearsal techniques, program building, interpretation, English and Latin diction will be included.

**Mus 223 Conducting III (Instrumental)****2 cr.**

The application of basic conducting technique will be to the areas of instrumental music. All facets of Conducting II will be included as they apply to instrumental conducting.

## MUSIC EDUCATION

### Mus 102 Eurythmics I & II

1 cr.

This course attempts to develop musical perception and appreciation through physical response; to stimulate creative imagination through group and individual interpretations; and to promote bodily coordination, poise and precision. Having gained sufficient skill and alertness in rhythmic response, the student is required to direct others; to master and to teach a repertory of representative folk dances; and, to organize the work to fit the needs and capacities of elementary pupils.

### Mus 315 Methods I (Elementary)

2 cr.

This course offers analytical study of texts, recordings and other materials together with teaching methods suitable to desirable musical development of Elementary School pupils. Experience is given in proper treatment of the child voice; selection, use, and teaching of rote songs; rhythmic development, including rhythm band; music reading; part singing; planning and organization. Guided observations of music lessons in the elementary grades are provided.

### Mus 316 Methods II (Junior High School)

2 cr.

The following topics will be considered: characteristics of the early adolescent pupil, the general music class, choral organizations, and the changing voice. Suitable teaching techniques and materials will be included. Observations of this age level will be made in Keith School.

### Mus 410 Methods III (Senior High School)

2 cr.

The organization and development of the large ensemble will be considered, as well as classes in Theory and History of Music. Scheduling, administration, supervision, and curricular problems will be discussed as they apply to the intelligent development of the high school music teacher. Observations are required.

### Mus 411 Methods IV (Instrumental)

2 cr.

This course is designed to give the student the necessary understanding, techniques and materials to develop an effective instrumental program in the public schools. Demonstrations and laboratory work are designed to give the student the competency needed to meet successfully the various teaching situations in instrumental music from the grades through high school.

### Mus 357 Piano Pedagogy

2 cr.

This course makes a survey of all present and past developments in the teaching of class piano. The various class piano methods are compared and criticized. Prerequisite: Junior Standing in Piano.

**Ed 421 Student Teaching****12 cr.**

The music major will begin his practice teaching with observations and various simple teaching assignments, gradually assuming greater teaching responsibilities on the elementary, junior and senior high school levels. A college staff member coordinates the work of the student teacher and his school supervisor.

**Ed 422 Professional Practicum (Including School Law)****2 cr.**

Significant problems of an advanced nature, and closely related to student teaching, are introduced in order to insure further professional growth. Observing of other teaching situations, reading of books and professional journals, along with reports and discussions at conferences will aid in this growth.

### **APPLIED MUSIC**

**Class Instruction in Applied Music**

The following courses are designed to acquaint the student with basic skills in each particular area. The classes will be conducted in a similar manner to those in the public schools but for a different purpose. It is assumed that the voice major should have a working knowledge of each of the three major instrumental groups; the instrumental major should have a working knowledge of the voice and vocal production. The class instruction in Applied Music fills this need.

Mus 117 Class Voice I	1 cr.
Mus 118 Class Voice II	1 cr.
Mus 119 Class Violin	1 cr.
Mus 120 Class Clarinet	1 cr.
Mus 217 Class Strings	1 cr.
Mus 218 Class Cornet	1 cr.
Mus 221 Class Woodwinds	1 cr.
Mus 222 Class Trombone	1 cr.
Mus 224 Class Percussion	1 cr.
Mus 317 Class Brass	1 cr.
Mus 358 Foreign Language Diction	2 cr.

## Private Instruction in Applied Music

Private instruction in Applied Music is taught on an individual basis and it is designed to guide the development of each student in his major and minor fields to a full realization of his technique and musical potential on that instrument or voice. The student will be limited only by his ability and the time available.

Mus 160	161	Piano	1 cr.	Mus 178	179	Oboe	1 cr.
260	261			278	279		
360	361			378	379		
460	461			478	479		
Mus 162	163	Organ	1 cr.	Mus 180	181	Bassoon	1 cr.
262	263			280	281		
362	363			380	381		
462	463			480	481		
Mus 164	165	Voice	1 cr.	Mus 182	183	Cornet	
264	265				(Trumpet)		1 cr.
364	365			282	283		
464	465			382	383		
				482	483		
Mus 166	167	Violin	1 cr.	Mus 184	185	French	
266	267				Horn		1 cr.
366	367			284	285		
466	467			384	385		
				484	485		
Mus 168	169	Viola	1 cr.	Mus 186	187	Trombone	1 cr.
268	269			286	287		
368	369			386	387		
468	469			486	487		
Mus 170	171	Cello	1 cr.	Mus 188	189	Tuba	1 cr.
270	271			288	289		
370	371			388	389		
470	471			488	489		
Mus 172	173	Bass Viol	1 cr.	Mus 190	191	Percussion	1 cr.
272	273			290	291		
372	373			390	391		
472	473			490	491		
Mus 174	175	Clarinet	1 cr.	Mus 192	193	Saxophone	1 cr.
274	275			292	293		
374	375			392	393		
474	475			492	493		
Mus 176	177	Flute	1 cr.	Mus 194	195	Baritone	1 cr.
276	277			294	295		
376	377			394	395		
476	477			494	495		

### Ensembles in Applied Music

The following ensembles are open to any student in the college who can qualify by means of an audition with the conductor. These organizations provide many campus functions with music in one form or another. They further enable the general college student to maintain his skills by participation. The music major will use the ensembles for the same purpose, but they are expected to progress much further than the general college student in this activity.

Mus 103 College Symphony Orchestra	S or U No credit
Mus 104 String Orchestra	
Mus 105 Marching Band	
Mus 106 Symphonic Band	
Mus 107 Women's Chorus	
Mus 108 The Indiana Glee Club (men)	
Mus 109 Mixed Chorus	
Mus 110 Opera Workshop	
Mus 121 Small Ensembles	
Mus 204 College Choir	



## DENTAL HYGIENIST DEGREE CURRICULUM

The Board of Presidents of the State Colleges approved on November 17, 1950, a curriculum for dental hygienists leading to the degree of bachelor of science in education. The requirements shown below must be met.

1. The satisfactory completion of an accredited two-year curriculum for the preparation of dental hygienists approved by the State Dental Council and Examining Board.
2. The licensing of the student by the proper state authorities.
3. The satisfactory completion in addition thereto of 64 semester hours of professional and general education courses distributed as follows:

<b>General Education</b> .....	40
EngS 101 and 102 Communication I and II .....	10
Fine Arts .....	4
Art 101 Introduction to Art (3-2) .....	
Mus 101 Introduction to Music (3-2) .....	
Geography .....	4
Geog 112 Geography of United States and Pa. (3-3) .....	
SS 201 and 202 History of Civilization I & II (6-6) .....	6
EngS 201 and 301 Literature I & II (4-4) .....	4
Social Studies .....	12
SS 401 American Citizenship (3-3) .....	
SS 252 Principles of Economics (3-3) .....	
SS 302 History of United States and Pa. II (3-3) .....	
SS 251 Principles of Sociology (3-3) .....	
<b>Education</b> .....	11
Ed 302 Hist. & Phil. of Am. Ed. ....	3
Psy 201 General Psychology .....	3
Psy 302 Educational Psychology .....	3
Ed 301 Audio-Visual Education .....	2
<b>Electives</b> .....	11
<b>Total</b> .....	62

In each category above, credit will be given for equivalent courses pursued in the two-year dental hygiene curriculum. In such cases students will be permitted to increase their electives by the number of semester hours so credited.

Electives may be chosen with the approval of the dean of instruction from any field or curriculum offered at the college in which the student is enrolled.

In the case of dental hygienists who have had less than two years of special training on the basis of which they have been licensed by the State Dental Council and Examining Board such persons will pursue additional courses in college to fulfill the requirements for the degree.

## PUBLIC SCHOOL NURSING DEGREE CURRICULUM

The Board of Presidents of the State Colleges approved on January 19, 1951, a curriculum for public school nurses leading to the degree of bachelor of science in education. The requirements shown below must be met.

1. The satisfactory completion of a three-year curriculum in an approved school of nursing and registration by the State Board of Examiners for the Registration of Nurses of Pennsylvania.
2. The satisfactory completion of forty-five (45) semester hours of additional preparation distributed as follows:
  - A. Courses Related to Public School Nursing

	Semester Hours
PSN 301 Public School Nursing .....	2
PSN 302 Public School Organization .....	2
PSN 401 Public Health Nursing .....	6
PSN 402 Nutrition and Community Health .....	2
PSN 403 Family Case Work .....	3
	—
TOTAL .....	15

### B. General and Professional Education

SS 302 History of the United States and Pa. II .....	3
EngS 101 Communication I .....	5
SS 201 or SS 202 History of Civilization I or II .....	3
EngS 201 or EngS 301 Literature I or II .....	2
SS 401 American Citizenship .....	3
Ed 302 Hist. and Phil. of Am. Ed. ....	3
Psy 302 Educational Psychology .....	3
Ed 301 Audio-Visual Education .....	2
Electives .....	6
	—
TOTAL .....	30
	—
GRAND TOTAL .....	45

In the case of nurses with less than three years preparation for registration, such persons will pursue additional courses to meet the requirements for the degree.

## DEPARTMENTS IN SECONDARY EDUCATION

JOY E. MAHACHEK, Coordinator

Students preparing to teach the academic subjects in the secondary school will choose their courses from the curricula in secondary education. Those curricula are four years in length, require 128 semester hours properly chosen for completion, and lead to the degree of bachelor of science in education and the provisional college certificate which entitles the holder to teach the subjects written on the face of the certificate in any junior or senior high school in Pennsylvania. In addition to completing the required courses listed under the chosen curriculum in Secondary Education students must meet the requirements for certification and for a major chosen from the following: biology, chemistry, English, French, geography, German, mathematics, physical science, social studies, Spanish, or special education,\* and fit the necessary courses into their programs as electives.

Requirements for specialization in the various fields and the course descriptions are given on the following pages.

There are excellent opportunities for teachers in the secondary school. Trained teachers are needed to develop its changing curriculum and to prepare its students for the obligations and privileges of a democracy.

Prospective teachers can obtain the broad background and the specific knowledge necessary by completing satisfactorily the required courses in general education, by developing thoroughly their major interests in the field of specialization, and by making the best use of their professional training including 12 hours of student teaching done under the careful supervision of master teachers.

### FEES

(Subject to Change)

The fees for a college year of 36 weeks amount to about \$950.00. Costs for one semester are itemized below. Books and supplies are not included.

Basic Fee (Payable in two installments) .....	\$125.00
Housing Fee (Payable in two installments) .....	306.00
Activity Fee .....	20.00
<hr/>	
Total per semester .....	\$451.00

\*Course requirements are listed in the Education and Psychology Departments.

## CURRICULUM IN SECONDARY EDUCATION

English-Speech, Foreign Language, Geography, and Social Studies

## FIRST SEMESTER

	Hours Clock	Sem.
EngS 101 Communication I .....	5	5
Sci 101 Basic Biology .....	4	3
Foreign Language .....	3	3
Geog 111 World Geography .....	3	3
HPe 101 Health or .....	2	2
MS 101 Military Science .....	3	2
	18	16

## SECOND SEMESTER

	Hours Clock	Sem.
EngS 102 Communication II .....	5	5
Sci 102 Basic Physical Science .....	4	3
Foreign Language .....	3	3
Math 111 Fundamentals of Mathematics .....	3	3
HPe 102 Physical Education I or .....	2	1
MS 102 Military Science .....	3	2
	18	16

## THIRD SEMESTER

EngS 201 Literature I .....	2	2
Art 101 Introduction to Art .....	3	2
Science Elective .....	3	3
HPe 203 Physical Education II or .....	2	1
MS 203 Military Science .....	3	2
Electives .....	9	9
	19	17
	or	
	20	18

## FOURTH SEMESTER

SS 202 History of Civilization II .....	3	3
Mus 101 Introduction to Music .....	3	2
HPe 204 Physical Education III or .....	2	1
MS 204 Military Science .....	3	2
Electives .....	9	9
	17	15
	or	
	18	16

## FIFTH SEMESTER

EngS 301 Literature II .....	2	2
Psy 201 General Psychology .....	3	3
SS 302 History of U.S. & Pa. II .....	3	3
Ed 302 History and Philosophy of Am. Education .....	3	3
Electives .....	6	6
	17	17

## SIXTH SEMESTER

Ed 301 Audio-Visual Education .....	3	2
Psy 302 Educational Psychology .....	3	3
Ed 451 Teaching of .....	3	3
Electives .....	9	9
	18	17

## SEVENTH SEMESTER

SS 410 Anthropology or		
SS 420 Philosophy .....	3	3
Ed 305 Evaluation Methods .....	2	2
SS 401 American Citizenship .....	3	3
Electives .....	9	9
	17	17

## EIGHTH SEMESTER

Ed 421 Student Teaching .....	30	12
Ed 422 Professional Practicum and School Law .....	2	2
	32	14

## Major

## Certification

Required in English-Speech .....	40 sem. hr.	36 sem. hr.
Required in Foreign Language .....	30 sem. hr.	24 sem. hr.
Required in Geography .....	30 sem. hr.	24 sem. hr.
Required in Social Studies .....	39 sem. hr.	36 sem. hr.
Required in History .....	30 sem. hr.	24 sem. hr.

## CURRICULUM IN SECONDARY EDUCATION

## Mathematics and Science

## FIRST SEMESTER

Hours  
Clock Sem.

EngS 101 Communication I	5	5
Art 101 Introduction to Art	3	2
HPe 101 Health or	2	2
MS 101 Military Science	3	2
Math 152 Mathematical Analysis I (4-4) or		
Math 157 Mathematical Analysis III	4	4
Chem 111 Gen. Chem. I (4-4) or		
Phys 111 Physics I or	4	4
Sci 103 Gen. Biology I	4	3
Sci 101 Basic Biology	4	3
	18	16
	or	
	19	17

## THIRD SEMESTER

EngS 201 Literature I	2	2
Geog 111 World Geography	3	3
HPe 203 Physical Education II or	2	1
MS 203 Military Science	3	2
Electives	10	10
	17	16
	or	
	18	17

## FIFTH SEMESTER

EngS 301 Literature II	2	2
Psy 201 General Psychology	3	3
Foreign Language	3	3
SS 302 History of U.S. & Pa. II	3	3
Electives	6	6
	17	17

## SEVENTH SEMESTER

SS 410 Anthropology or		
SS 421 Logic or		
SS 420 Philosophy	3	3
Ed 305 Evaluation Methods	2	2
SS 401 American Citizenship	3	3
Electives	9	9
	17	17

## SECOND SEMESTER

Hours  
Clock Sem.

EngS 102 Communication II	5	5
Mus 101 Introduction to Music	3	2
HPe 102 Physical Education I or	2	1
MS 102 Military Science	3	2
Sci 102 Basic Physical Sci.	4	3
Chem 112 General Chem. I (4-4) or		
Phys 112 Physics II or	4	4
Sci 104 Gen. Biology II	4	3
Math 152 Mathematical Analysis II or		
Math 257 Mathematical Analysis IV	5	5
	19	16
	or	
	20	18

## FOURTH SEMESTER

SS 202 History of Civilization II	3	3
HPe 204 Physical Education III or	2	1
MS 204 Military Science	3	2
Electives	12	12
	17	16
	or	
	18	17

## SIXTH SEMESTER

Ed 301 Audio-Visual Education	3	2
Psy 302 Educational Psychology	3	3
Foreign Language	3	3
Ed 451 Teaching of Mathematics or Science	3	3
Ed 302 History and Philosophy of American Education	3	3
Electives	3	3
	18	17

## EIGHTH SEMESTER

Ed 421 Student Teaching	30	12
Ed 422 Professional Practicum and School Law	2	2
	32	14

Required in Mathematics	36 sem. hr.
Required in Mathematics and Physics	44 sem. hr.
Required in Biology	52 sem. hr.
Required in General Sci.-Geog.	50 sem. hr.
Required in Chemistry	54 sem. hr.
Required in Physics	54 sem. hr.
Required in Physical Science	54 sem. hr.

Major	Certification
	24 sem. hr.
	36 sem. hr.
	24 sem. hr.
	24 (Each in Biol.-
	24 Sci. & Geog.)
	24 sem. hr.
	36 sem. hr.

## ENGLISH AND SPEECH DEPARTMENT

JAMES R. GREEN, Chairman of Department

MARGARET L. BECK  
WILLIAM W. BETTS, JR.  
LORRIE J. BRIGHT  
MORRISON BROWN  
EDWARD F. CARR  
FAIRY H. CLUTTER  
CLARENCE J. DENNE  
ROBERT W. ENSLEY  
NORMAN J. FEDDER  
WILLIAM M. FORCE  
SAMUEL F. FURGIUELE  
HARRY W. HALDEMAN

WAYNE C. HAYWARD  
RAYMONA E. HULL  
LAWRENCE A. IANNI  
ANN S. JONES  
DOROTHY F. LUCKER  
ARTHUR F. NICHOLSON  
MAURICE L. RIDER  
GEORGE K. SEACRIST  
CATHERINE P. SHAFFER  
HELENA M. SMITH  
MARGARET O. STEWART  
RAYMOND THOMAS

CRAIG G. SWAUGER

The English and Speech Department serves two main functions. First, through courses required of all students as part of the general education program of the college, the Department aims to develop competence in using the major language skills (Communication I and II) and to foster a sensitive and critical approach to the reading of literature (Literature I and II). Second, for a select group of students who show marked interest and ability, the Department provides the specialized training needed for the successful teaching of English and speech in secondary schools.

Students majoring in English will pursue a planned sequence of advanced courses following their successful completion of Communication I and II. The basic pattern of the sequence is the same for all, but alternative courses within the pattern provide variety to suit the individual student's needs. Each student works out the details of his program with his adviser. A total of 40 hours, including Communication I and II and Ed 451, The Teaching of English and Speech in the Secondary School, is the minimum requirement for the major in English.

Students interested in teaching the speech arts should major in English. They may then supplement the 40-hour English major program with electives in speech and theater courses. Such a program may or may not require the student to accumulate credits in excess of the 128 hours required for graduation, depending on the extent to which the student wishes to concentrate in the speech arts.

### LIST OF COURSES FOR ENGLISH MAJORS

#### ENGLISH

The Major — 40 semester hours

Required:

EngS 101 Communication I .....	5 cr.
EngS 102 Communication II .....	5 cr.
EngS 211 World Literature .....	3 cr.

EngS 212	American Literature to 1865 .....	3 cr.
EngS 221	Journalistic Writing .... or .....	3 cr.
EngS 222	Advanced Composition .... or .....	3 cr.
EngS 223	Creative Writing .....	3 cr.
EngS 231	The Dramatic Arts .....	3 cr.
EngS 232	Oral Reading .....	3 cr.
EngS 363	The Structure of English .....	3 cr.
Ed 451	The Teaching of English and Speech .....	3 cr.

### Electives:

At least two courses must be chosen from the following group:

EngS 213	Pre-Renaissance .... or .....	3 cr.
EngS 251	The History of the English Language .....	3 cr.
EngS 214	Shakespeare .....	3 cr.
EngS 215	Eighteenth Century Literature .....	3 cr.
EngS 216	The Romantic Movement .....	3 cr.
EngS 218	The Age of Spenser .....	3 cr.
EngS 219	The Age of Milton .....	3 cr.
EngS 224	The Metaphysical Poets .....	3 cr.

At least one course must be chosen from the following group:

EngS 241	The English Novel .....	3 cr.
EngS 242	The American Novel .....	3 cr.
EngS 243	Contemporary Short Fiction .....	3 cr.
EngS 244	Poetry and Its Forms .....	3 cr.
EngS 245	Modern Drama .....	3 cr.

### Additional electives in English:

EngS 217	Victorian Literature .....	3 cr.
EngS 246	Modern American Literature .....	3 cr.
EngS 351	English Drama to 1600 .....	3 cr.
EngS 352	English Drama, 1600 to 1642 .....	3 cr.
EngS 353	Restoration Drama .....	3 cr.
EngS 354	The History of the Drama .....	3 cr.
EngS 355	Themes in Nineteenth Century European Fiction ....	3 cr.
EngS 356	The English Essay .....	3 cr.
EngS 357	Modern British Literature .....	3 cr.
EngS 358	Criticism of Current Literature .....	3 cr.

### Electives in Speech:

EngS 371	Play Production .....	3 cr.
EngS 372	Phonetics and Voice .....	3 cr.
EngS 375	TV in Education I .....	3 cr.
EngS 376	TV in Education II .....	3 cr.
EngS 377	Creative Dramatics and Story Telling .....	3 cr.
EngS 378	Costume and Make-up .....	3 cr.
EngS 379	Stagecraft and Scenic Design .....	3 cr.
EngS 469	Oral Interpretation .....	3 cr.
EngS 472	Public Speaking .....	3 cr.

## GENERAL EDUCATION COURSES

(Required of all students)

### EngS 101 Communication I

5 cr.

This course is designed to develop skills in the major uses of language through studies in literature, general semantics, the structure of English, and a review of the mechanics of written and oral composition. The student is trained to read and listen perceptively and critically, and to write and speak effectively — especially in those areas which relate to his own observation and personal experience.

### EngS 102 Communication II

5 cr.

This course continues to refine and intensify those skills developed in Communication I, provides additional study and practice in editorial, critical and argumentative exposition, and gives instruction and practice in library research and the writing of the research paper. Prerequisite: Communication I.

### EngS 201 Literature I

2 cr.

Selected lyric poems, short stories, novels and plays from the literature of the Western World are read with a view to learning how to read and enjoy creative literature. This course should be taken in the sophomore year. Communication I and Communication II are prerequisites.

### EngS 301 Literature II

2 cr.

This course should be taken during the junior year. It follows the general pattern of Literature I, its prerequisite, but the selections chosen have a greater philosophic content and present a greater challenge to the student. Some writing of an original and constructive nature may be expected of the student.

## COURSES REQUIRED FOR SPECIALIZATION IN ENGLISH

In addition to the required courses in general education, students desiring to specialize in English for Pennsylvania certification in English (40 hours) are expected to take the courses described below. Students who elect as freshmen to do their major work in the English and Speech Department will plan to work closely with their advisers so that these required courses may be taken in their proper sequence. With the exception of EngS 211, World Literature, and Ed 451, The Teaching of English and Speech, all of the following courses are open to students in other curricula as electives.



**EngS 211 World Literature** 3 cr.

A course for English majors that replaces Literature I and II. The masterpieces studied range from those of ancient Greece to 19th century Europe. English literature and American literature are excluded. Not open to non-English majors.

**EngS 212 American Literature to 1865** 3 cr.

This course provides a study of major American writers from colonial times to the Civil War.

**EngS 222 Advanced Composition** 3 cr.

This course primarily seeks to improve writing style, particularly in the more utilitarian forms such as the magazine article and the personal essay. Opportunity is offered also for developing creative ability in the more imaginative types such as the short story, the one-act play, and poetry. The student is expected to develop artistic sensitivity in handling and judging language and literary forms.

**EngS 221 Journalistic Writing** 3 cr.

This course places special emphasis upon the writing of the news story, the column, the feature, and the editorial. Some attention is given to college and school publications and to make-up and editorial policy. May be substituted for EngS 222.

**EngS 223 Creative Writing** 3 cr.

This is a seminar course in which the kinds of writing done are chosen in line with the special interests and abilities of each student after consultation with the instructor. Prerequisite for admission to this course is demonstrated ability and interest in creative writing. May be substituted for EngS 222.

**EngS 232 Oral Reading** 3 cr.

Study and practice is given in the fundamentals of oral reading, beginning with the nature and function of the speech mechanism, speech production, and pronunciation with some attention to phonetics. Practice is given in the techniques of effective oral reading.

**EngS 231 The Dramatic Arts** 3 cr.

This course will deal with the basic problems that confront a director of plays in high school. The course will study the principles of play selection, rehearsal procedures, scenic demands, and all other aspects pertinent to a successful production.

**EngS 363 The Structure of English****3 cr.**

Training is given in the analysis of modern English by the methods and materials of structural linguistics. An elementary study of phonology is used as the basis for describing the patterns of the statement, substitution within patterns, the word classes, inflection, and structure words, as well as varieties of modern American English usage. This course is a prerequisite to Ed 451, Teaching English and Speech in the Secondary School.

**Ed 451 Teaching of English and Speech in the Secondary Schools****3 cr.**

This course introduces the student to the current professional practices in the teaching of English and speech in high school. Background for competence in teaching is provided through (1) study of professional literature, (2) individual reports, (3) writing of unit plans and lesson plans, (4) observing teaching in high school classes, (5) participating in class demonstrations, and (6) building a professional file of instructional materials. EngS 363 is a prerequisite to this course, and this course is in turn a prerequisite to student teaching in English.

## ENGLISH AND SPEECH ELECTIVES

Although offered primarily to meet the needs and interests of students specializing in the English and Speech Department, the courses described below are open to all other students of the college as free electives.

The student specializing in the Department will, with the help of his adviser, choose from the following groups of courses those which will give him a balanced, adequate program.

### GROUP I

The English major will choose at least two courses from the following group:

**EngS 213 Pre-Renaissance** 3 cr.

Beowulf, Chaucer's *Canterbury Tales*, the Middle English lyric, the popular ballad, and the Arthurian romance are studied in this course.

or

**EngS 251 The History of the English Language** 3 cr.

The historical development of the English language is studied as a basis for a better understanding of modern American English. An examination is made of changes in sound, vocabulary enrichment from various sources, and changes in syntax and usage. The course is open to students from all departments and curricula, but is especially recommended to elementary majors and English majors.

**EngS 214 Shakespeare** 3 cr.

Shakespeare's development as a poetic dramatist is studied against the background of the Elizabethan stage; the audience, textual problems, language, imagery, and philosophy are examined. A few plays are read in detail and others are assigned for rapid reading. Phonograph recordings of complete plays, and of scenes and speeches by professional actors are used.

**EngS 215 Eighteenth Century Literature** 3 cr.

This course emphasizes the major works of leading English writers of the late Seventeenth and early Eighteenth Centuries as seen against the political and social backgrounds of the period.

**EngS 216 The Romantic Movement** 3 cr.

Basic tenets of Romantic philosophy are examined as they are expressed in the major writings of the period from 1780-1832 — poetry, the essay, and fiction. Special attention is given to the aesthetic creed of the Romantic poets and to the means of interpreting and evaluating their poems.

**EngS 218 The Age of Spenser****3 cr.**

This course surveys the non-dramatic literature of the English Renaissance, with particular emphasis on the poetry of Spenser. Some attention will be paid to both Elizabethan critical theory and classical and continental backgrounds.

**EngS 219 The Age of Milton****3 cr.**

This course includes reading of the metaphysical poets and cavalier poets with concentration on the major poems of John Milton. Some attention is given to the religious and political conflicts of the time as they are reflected in both prose and poetry.

**GROUP II**

The English major will choose at least one course from the following group:

**EngS 241 The English Novel****3 cr.**

Representative novels are read to trace the rise and development of the English novel from its beginnings to the present day.

**EngS 242 The American Novel****3 cr.**

Novels, ranging from Hawthorne to contemporary pieces of fiction, are read to trace the rise and development of the American novel.

**EngS 243 Contemporary Short Fiction****3 cr.**

In this course attention is given to the form, the structure, and the art of the modern short story, British, American, and Continental.

**EngS 244 Poetry and Its Forms****3 cr.**

This course offers a study in the appreciation of poetry, with special attention to the technique of the poet and the structure of poetry.

**EngS 245 Modern Drama****3 cr.**

The reading of plays will start with Ibsen and other Scandinavian dramatists, followed by plays by outstanding Continental, British, and American playwrights such as Becque, Chekhov, Pirandello, Wilde, Shaw, O'Casey, O'Neill, Williams, and Miller.

**GROUP III**

The English major may choose from the following group courses that will strengthen or supplement his major program. He should select courses from this area only after consultation with his adviser.

**EngS 217 Victorian Literature** 3 cr.

Essays, novels, and poetry of the second half of the nineteenth century are read with special consideration of the criticism they offer of political, economics, social, and religious practices and creeds of Victorian England.

**EngS 246 Modern American Literature** 3 cr.

This course provides a study of major American writers from the Civil War to the present.

**EngS 351 English Drama to 1600** 3 cr.

This course traces the development of English drama from 900 to 1600, but does not include the early plays of Shakespeare.

**EngS 352 English Drama, 1600 to 1642** 3 cr.

The English Drama, exclusive of Shakespeare, from the height of the Elizabethan period to the closing of the theaters.

**EngS 353 Restoration Drama** 3 cr.

The history of the drama between 1660 and 1710 is presented through the study of the major plays of the period. The influence of the audience on the playwright's style and actor's technique is demonstrated.

**EngS 354 The History of the Drama** 3 cr.

A survey of selected major plays from the Greeks to the present in an attempt to define the nature of the dramatic medium.

**EngS 355 Themes in Nineteenth Century European Fiction** 3 cr.

A study in comparative literature which examines the concurrent development of closely aligned themes in representative novels of England, France, Russia, and Germany. The influence of the eighteenth century "initiation into life" novel is shown as an important factor in both the early romantic idealism of the Byron era and the later novels of realism and naturalism.

**EngS 356 The English Essay** 3 cr.

The major essayists are seen both as members of and influences on the society of their time. Emphasis is given to a study of the individual styles of the writers by employing a close textual analysis.

**EngS 357 Modern British Literature** 3 cr.

A survey of selected works of major twentieth century British authors including Forster, Conrad, Lawrence, Joyce, Woolf, Huxley, Yeats, Eliot, and Shaw.

**EngS 358 Criticism of Current Literature****3 cr.**

This course considers recent trends in literary criticism by examining statements of critical principles in the writings of influential twentieth century critics and by applying these standards of evaluation to current literary productions. Not open to freshmen and sophomores.

**GROUP IV**

The following courses in speech and theater may be elected by the English major after the 40-hour English major requirement has been arranged. They may also be elected by students from other curricula.

**EngS 371 Play Production****3 cr.**

This course affords each student the opportunity to select, cast, rehearse, and produce a one-act play. Included are suggestions on how to improvise for meeting the demands of small stages.

**EngS 372 Phonetics and Voice****3 cr.**

This course includes an analysis of speech sounds used in English so that students may develop auditory acuity and correct reproduction of sounds; transcription of spoken material using the I. P. A. system; study of structure and function of speech organs; voice improvement.

**EngS 375 Television in Education I****3 cr.**

This course stresses television as a medium of instruction both from the viewpoint of the classroom teacher and the producer-teacher. Through workshop experience on campus and at WQED, students learn to plan, to write, and to produce telecasts of an educational nature.

**EngS 376 Television in Education II****3 cr.**

This course offers additional experience in producing and appearing in educational programs. The facilities of both WFBG, Altoona, and WQED, Pittsburgh, are used.

**EngS 377 Creative Dramatics and Story Telling****3 cr.**

This course, through workshop experience, stresses creative dramatics as a way of teaching for adults, a way of learning for children in both the elementary and secondary schools. It emphasizes the student planning, acting, and evaluating techniques as they apply to unscripted, spontaneous dramatic expression. As a preliminary to creative dramatics, students learn various techniques in story telling.

**EngS 378 Costume and Make-up** 3 cr.

This course deals with the practical application of straight and character make-up. Emphasis on costuming to show how mood and illusion can be created through proper selection of style, color, and texture of materials.

**EngS 379 Stagecraft and Scenic Design and Lighting** 3 cr.

This course stresses all practical phases of stagecraft. Work on major college productions of the semester is included.

**EngS 469 Oral Interpretation** 3 cr.

This course emphasizes the understanding and appreciation of literature through developing skill in reading aloud. Special attention is given to selecting, adapting, and preparing material for presentation in high school classes.

**EngS 472 Public Speaking** 3 cr.

Fundamental principles of public speaking, audience analysis, interest and attention, selection and organization of speech material, and delivery are taught in this course. Practice in preparation and delivery of extemporaneous speeches will be provided for.

## THE DRAMA WORKSHOP

By arrangement with the director of the summer theater program, a student from any curriculum of the college may earn three semester hours of credit in the pre-session and six semester hours of credit in the main summer session for any of the following courses:

**EngS 231 The Dramatic Arts** ..... 3 cr.

**EngS 371 Play Production** ..... 3 cr.

**EngS 379 Stagecraft and Scenic Design** ..... 3 cr.

**EngS 378 Costume and Make-up** ..... 3 cr.

## DEPARTMENT OF FOREIGN LANGUAGES

EDWARD W. BIEGLER, Chairman of Department

WILLIAM F. BISHOPP, JR.

EDITH M. CORD

CHARLES W. FAUST

HERBERT E. ISAR

FRANK E. LANDIS

IVO OMRCANIN

MILDRED R. YOUNG

ANNE M. SHELLEY

JOSEPH VIDAL-LLECHA

While the Department of Foreign Languages recognizes as its primary function the preparation of teachers of French, German and Spanish, it also presents these languages and the cultures underlying them to the non-specialist who wishes thus to broaden his general education. The Department offers furthermore the elementary and intermediate sequences 111-112 and 251-252 in Russian. This program will be expanded in the future.

Students may do major and minor work in both French and Spanish, and minor in German. Those who choose a language as the first field of specialization must complete a minimum of 30 semester hours in that language. As a second field of specialization 24 semester hours are required. The prospective major or minor who presents two years of high school French, German or Spanish should expect to begin with course sequence 251-252, while those who have had one year only will find it best to begin with elementary sequence 111-112. Courses 251-252 and 351-352 are to be taken in sequence, and are required of all majors and minors. The Department also requires that all majors enrolled in courses 111-112, 251-252 take concurrently the oral practice courses designated 011-012 (corresponding to 111-112), and 051-052. Students who minor in French, German or Spanish are urged, but not required, to take the corresponding "o" courses. The Department suggests that the language specialist have at least the elementary work in a language other than his major. He is expected to participate in all activities of the Foreign Language Club.

The Department of Foreign Languages has a fully equipped twenty-place language laboratory, each place with a double-channel tape recorder. All Oral Practice "o" courses meet in this laboratory; members of these classes are expected to devote further time to individual laboratory activities as an integral part of their preparation. Advanced courses also have frequent laboratory assignments. The laboratory is made available to students in sequences 111-112 and 211-212 on a voluntary basis.

## COURSES REQUIRED OF ALL STUDENTS IN SECONDARY AND MUSIC EDUCATION

Students in these departments will satisfy their foreign language requirement by taking sequence 111-112 in French, German, Russian or Spanish; or sequence 211-212 in French or Spanish or 251-252 in German. Those who have had two years of a language in high school



cannot satisfy their requirement with the elementary sequence 111-112 of the same language.

<b>Fr 111-112 French I and II</b>	3 cr.
<b>Ger 111-112 German I and II</b>	3 cr.
<b>Rus 111-112 Russian I and II</b>	3 cr.
<b>Sp 111-112 Spanish I and II</b>	3 cr.

This elementary sequence is designed primarily for the general student. Its basic objective is maximum reading ability; further but secondary objectives are accuracy of pronunciation, some ability to understand the spoken word and in self-expression, and an introduction to the motives and currents of the background cultures. The formalities of grammar are reduced to their functional minimum in terms of the reading objective. Majors in French and Spanish must take 151a and 152a concurrently with 111-112; it is recommended that minors do so.

<b>Fr 211-212 French III and IV</b>	3 cr.
<b>Sp 211-212 Spanish III and IV</b>	3 cr.

This sequence should be taken in satisfaction of the foreign language requirement by those students who have had two years of the language in high school and elect to continue with the same language. Its objectives are those of 111-112 on a higher level.

### **COURSES REQUIRED OF PROSPECTIVE TEACHERS OF FRENCH OR SPANISH**

<b>Fr 011-012 Oral Practice I and II</b>	2 cr.
<b>Ger 011-012 Oral Practice I and II</b>	2 cr.
<b>Rus 011-012 Oral Practice I and II</b>	2 cr.
<b>Sp 011-012 Oral Practice I and II</b>	2 cr.

This laboratory sequence introduces the phonetic structure of the language, and encourages automatic response to recurring basic phrase units through constant oral drill. It must be taken concurrently with sequence 111-112.

<b>Fr 251-252 French III and IV</b>	3 cr.
<b>Ger 251-252 German III and IV</b>	3 cr.
<b>Sp 251-252 Spanish III and IV</b>	3 cr.

This intermediate sequence for majors and minors aims toward further development of the basic skills. On completion of 251-252 and 051-052, the student should be able to read standard modern French or Spanish with little difficulty, understand what is said to him, and express himself in familiar situations.

Fr 051-052 Oral Practice III and IV 2 cr.

Ger 051-052 Oral Practice III and IV 2 cr.

Sp 051-052 Oral Practice III and IV 2 cr.

This advanced laboratory sequence is a continuation of 011-012, and carries oral skills to a higher level. It should be taken concurrently with sequence 251-252.

Fr 351-352 Advanced French Language V and VI 3 cr.

Ger 351-352 Advanced German Language 3 cr.

Sp 351-352 Advanced Spanish Language V and VI 3 cr.

This sequence, designed primarily for the prospective teacher, reviews and supplements the grammar of earlier courses, and aims toward a systematic analysis of the structure of the language. Frequent original themes are required. This sequence must be completed prior to student teaching.

Ed 451 Teaching of Foreign Languages in the Secondary School 3 cr.

The objective of this course is to prepare teachers of French and Spanish for the modern high school. It considers methods and materials of instruction, current theories and techniques, and requires preparation and presentation of illustrative units.

### ELECTIVE COURSES IN FRENCH

Fr 253 Special Projects 3 cr.

This course is planned to satisfy the special needs of a group as they may arise. It may be utilized for further training in conversation and composition, commercial correspondence, study of periodical literature, or the works of a particular author. Minimum prerequisite: French 111-112 or equivalent. This course may be repeated with credit.

Fr 360 Culture and Civilization of France 3 cr.

The course introduces the student to the salient facts of the cultural position of France, analyzes the high points of that country's history, and deals with the characteristics underlying the rise and development of French life and thought.

**Fr 361 French Literature through the 18th Century** 3 cr.

After touching on the origins and characteristic qualities of French literature, this course will devote major attention to the seventeenth and eighteenth centuries.

**Fr 362 Nineteenth Century French Literature** 3 cr.

This course aims to present a coherent survey of the literary history of the nineteenth century, with due consideration of the social factors and events behind it.

**Fr 363 Twentieth Century French Literature** 3 cr.

This course examines the literary scene of the current century and its relationship with French life of today.

**Ger 253 Special Projects** 3 cr.

Parallels French 253, q. v.

**Ger 360 Germanic Culture and Civilization** 3 cr.

Parallels French 360, q. v., with application to the German speaking nations.

NOTE: Further courses will be added in German as the program develops.

**ELECTIVE COURSES IN SPANISH****Sp 253 Special Projects** 3 cr.

Parallels French 253, q. v.

**Sp 360 Hispanic Culture and Civilization** 3 cr.

In this course the student is introduced to the salient facts of Spanish and Latin American culture, impact of geography on society, high points of history, regional differences and characteristics, cultural philosophies, ethnic composition and ethnopsychological patterns resulting from them.

**Sp 361 Spanish Literature before 1650** 3 cr.

A survey of the main currents of the literature of Spain from the Middle Ages to the late Baroque, with emphasis on epic poetry, the *Celestina*, the picaresque novel, Cervantes, and seventeenth century drama.

**Sp 362 Nineteenth Century Spanish Literature 3 cr.**

This course examines the outstanding literary figures of the century, with special emphasis on the period of realism.

**Sp 363 Twentieth Century Spanish Literature 3 cr.**

After considering the ideas and philosophical orientation of the Generation of 98, this course surveys the major literary trends of the current century.

**Sp 364 Spanish-American Literature 3 cr.**

Following a consideration of the salient tendencies of Spanish-American literature, this course may take the form of a comprehensive survey, or it may concentrate its attention upon the recent novel of social thesis.

**Sp 371 Golden Age Drama 3 cr.**

This course traces the development of the Spanish theater and examines its flowering in the Baroque Period.

## GEOGRAPHY DEPARTMENT

THOMAS G. GAULT, Chairman of Department

MAMIE L. ANDERZHON  
DONALD J. BALLAS  
VINCENT P. MILLER  
PAUL A. PRINCE

JAMES E. PAYNE  
ROBERT N. THOMAS  
CHARLES E. WEBER  
DAVID C. WINSLOW

An essential foundation for general education of the future citizen is geography. Geography plays an important role in the development of rational thinking and acts as a meaningful integrator of the many subject matter areas. Students in all curricula, except music, must take one or more courses in geography. However, in the curriculum the Geography Department functions in three areas: 1) in general education; 2) as a special field in secondary education; and, 3) in special courses for elementary education.

As a field of specialization in secondary education, the Geography Department prepares trained geographers for junior and senior high school teaching positions. The basic program also provides an adequate foundation for proceeding into graduate geography programs. Opportunities for trained geographers and geography teachers are presently increasing due to expansion of geographic education in the elementary and secondary schools, and to an increased demand for geographers in government and business.

If geography is elected as the major field of specialization 24 semester hours of geography are required in addition to that taken as general education or professional courses (for specific requirements see below).

The geography major consists of 3 or 6 semester hours taken as general education, Economic geography, 6 semester hours of Earth Science, Teaching of Geography in Secondary Schools, and 12 semester hours of regional geography. The suggested sequence of courses is suggested below.

If geography is selected as a second area for certification 18 or 21 semester hours are required in addition to that taken as general education. The geography and science departments cooperate for a science-geography major with nine semester hours of earth science, 15 semester hours of regional geography and 26 hours of physical and biological science.

### GEOGRAPHY SEQUENCE FOR MAJORS

Semester	Course
I	World Geography
II	Economic Geography
III	Physiography, and Geography of United States and Canada
IV	Climatology and an elective regional course
V	6 Semester hours electives (regional geography)
VI or VII	Teaching of Geography in Secondary Schools, and an elective regional course
VIII	Student Teaching in Geography

## GENERAL EDUCATION COURSES

### Geog 111 World Geography 3 cr. (Prerequisite to all other geography courses)

The purpose of this course is to develop a knowledge and appreciation of patterns of the natural environment throughout the world, with special emphasis on man's adjustment to these environments. Understanding and appreciation of man's interrelationship with the earth are accomplished through the study of the physical, cultural, economic and demographic factors.

### Geog 112 Geography of the United States and Pennsylvania 3 cr.

This course gives a comprehensive treatment to the adjustments of the people of Pennsylvania and the United States to the physical factors — structure, relief, climate, soils and natural resources — which influence their way of life. The interrelationships between the United States and Pennsylvania, and the United States world relations are stressed.

### Geog 241 Climatology (See course description below)

### Geog 249 Meteorology (See course description below)

### Geog 246 Physiography (See course description below)

### Geog 248 Geology (See course description below)

## EARTH SCIENCE COURSES\*\*

### Geog 151 Earth and Space Science 3 cr.

(This course may not be taken by majors or minors)

Spatial relationships in the universe, origin of the earth, structure and composition of land masses, the nature of oceans, the face of the land and water surfaces, the activities of the atmosphere are given special attention. This survey course is designed to give the non-major or non-minor an introduction to the physical environment wherein he lives.

### Geog 241 Climatology 3 cr.

This course is primarily concerned with understanding the elements of weather and climate. The climatic regions of the earth, their limitations and advantages are studied with reference to what they offer man's occupation. This course is a valuable aid to students of World Problems. Understanding and application are underscored in the laboratory.

**Geog 249 Meteorology**

3 cr.

This course analyzes the laws and underlying principles of atmospheric changes. An opportunity is given for students to become familiar with common weather instruments, to read and interpret weather maps, to observe and record weather data, and discuss problems arising from the use of the atmosphere as a medium of travel and transportation. Record keeping, problems solving and laboratory experiments lead to an understanding of weather forecasting, etc.

**Geog 153 Physical Geography**

3 cr.

This course describes and depicts the major physical elements of geography by interpreting their distribution over the earth so that the student will come to have an understanding of the nature and origin of the larger geographic patterns and their areal associations. It will present useful earth-science data, principles, and techniques which will enable the student to understand advanced and highly specialized instruction in map reading, terrain analysis, navigation and meteorology.

**Geog 246 Physiography**

3 cr.

This course involves a detailed study of the physical geographic phenomena of the earth, sun, moon relationship and of the creation, structure and distribution of landforms such as mountains, river systems, glaciers, plateaus. It provides the student with an understanding of the natural base on which the role of human activity is performed. Understanding and appreciation are increased through field trips and laboratory experimentation.

**Geog 247 Historical Geology**

3 cr.

Historical Geology is a record of life on the earth from the earliest stirrings billions of years ago to the flora and fauna of the present, which includes man himself. It is also a record of physical changes in the earth itself — of advancing and retreating seas, of deposition and erosion, of rocks fashioned into mountain ranges — the whole chronological story of how the processes of physical geology have operated.

**Geog 248 Physical Geology**

3 cr.

This course treats the nature and properties of the materials composing the earth, the distribution of these materials throughout the globe, the processes by which they are formed, altered, transported and distorted. It also considers the nature and development of the landscape and its economic use.

**Geog 351 Oceanography**

3 cr.

A study of the geography of the oceans and their phenomena. The course deals with the nature of the water, oceanic currents and drifts, water temperatures and depth, the ocean floor, and the flora and fauna. It will also consider the distribution, shape and size of the various ocean bodies, shorelines, and change in these phenomena.

**Geog 464 Field Techniques in Earth and Space Science 3 cr.**

Field techniques will acquaint the student with the tools of Earth and Space Science. It will provide first hand experiences in the field with geology, meteorology, hydrology, soil, conservation, and astronomy. (Prerequisite - 12 s.h. in Earth Science.)

**REGIONAL COURSES\*\*****Geog 251 Geography of the United States and Canada\* 3 cr.**

This course is a regional study of the United States and Canada, concerned with the investigation of man's adjustment to his environment as determined by the physical factors of climate, vegetation, relief, soils and natural resources. Recognition of political adjustments to the geographic environment, and the interrelations between the two countries and the rest of the world.

**Geog 252 Geography of Pennsylvania 2 cr.**

(Prerequisite — United States and Canada)

This course is especially designed for majors. The topography, climate, natural vegetation, natural resources, population, agriculture, manufacturing, mining, etc. are treated. Internal and external relationships are studied to gain an insight into the various regions of the state and Pennsylvania's world relationships.

**Geog 356 Geography of Europe 3 cr.**

The aim of this regional course is to help students acquire the ability to find and apply geographic relationships underlying land use, dominant international problems, boundary disputes and the regional complexes of the European continent. Special attention is paid to the natural and cultural patterns as developed in modern times.

**Geog 357 Geography of U. S. S. R. 3 cr.**

Special emphasis is placed upon the major geographic regions of the Soviet Union. Human adjustment to the physical environment of the various regions is given major consideration. Natural resources, cultural patterns, population — both numbers and distribution, strategic areas and related geopolitical problems are studied.

**Geog 361 Geography of Far East 3 cr.**

This course includes a study of Korea, Manchuria, Outer Mongolia, Japan and China. It involves an intensive investigation of the natural factors and man's adjustment to them. This is accomplished through the study of the geographic, economic and political regions of eastern Asia. The geographic background needed in planning



solutions for raising the standards of living, for the wise use and restoration of natural resources, and the industrialization of countries is presented.

**Geog 362 Geography of South East Asia** 3 cr.

India, Pakistan, Indochina, Ceylon, Burma, Thailand, and Indonesia are the major areas studied. Students are given an understanding of the geographic relationships that affect land use, land reform, population, industrialization, nationalism, and boundary disputes. Special attention is given to regional similarities and differences, particularly as they pertain to human adjustment.

**Geog 363 Geography of North Africa and South West Asia** 3 cr.

This course includes a study of the countries north of and including the Sahara Desert in Africa, Turko-Arabian peninsulas and Afghanistan in southwest Asia. Emphasis is placed on the critical problems of water supply, land use, over-population, industrialization, resources and the relations of these countries to other parts of the world.

**Geog 371 Geography of South America** 3 cr.

In this course a regional study is made of South America. Special emphasis is placed on regional differences and similarities. South American relations with other areas, especially the United States, are stressed. Emphasis is placed upon the unique problems of South America, with special attention to tropical land use.

**Geog 372 Geography of Middle America** 3 cr.

The regional method is applied to Mexico, Central America and the West Indies. Similarities and differences are noted both in the natural and cultural landscapes. Special emphasis is placed upon cultural relationships and problems evolved from international commerce and trade. The effects of the United States economy upon these areas are given serious attention.

**Geog 381 Geography of Africa, South of Sahara** 3 cr.

This is a regional study of Africa south of the Sahara, which considers the activities and the educational, social and economic development of the peoples of the different regions, especially in their relationship to the physical environment. The geographic aspects of the problems of race, use of resources, land ownership and use, labor supply, political set-up, and future development of the regions are presented.

**Geog 391 Geography of Australia and Pacific Islands 2 cr.**

Australia, New Zealand and the Pacific Islands are studied. Cultural patterns in relation to natural environments are considered to discover interrelationships. Geographic aspects of land tenure, race, population, location, geopolitics and the strategic importance of the various areas are considered.

**Geog 392 Geography of Polar Regions 2 cr.**

Both Antarctica and the North Polar Area are studied setting forth (1) the history of their exploration, (2) the physical environment, (3) the importance of the regions and of knowledge concerning the areas, and (4) future use and control of the areas.

### **ECONOMIC GEOGRAPHY COURSES**

**Geog 149 Economic Geography\* 3 cr.**

This course develops an understanding of world patterns of producing and consuming regions, population distributions, world trade routes, and related natural factors. It also deals with the applications of these understandings to the solution of national and international economic problems.

**Geog 452 Conservation-Resource Use 3 cr.**

This is a comprehensive survey of conservation in natural and human resources. It stresses regional understandings; accomplished through inventory, planning and utilization evaluation. Field work, workshop activities, projects, and use of resource specialists are an integral part of the course.

**Geog 354 Trade and Transportation 3 cr.**

This course includes a study of trade and transportation, this includes ports, railroad center, hinterlands, trade centers and trade relations between production and consumption as well as between countries.

### **OTHER ELECTIVE COURSES**

**Geog 353 Geographic Influences in History 3 cr.**

This course is a study of the relationship of the natural environmental factors to the settlement, development, and progress of selected countries — with major emphasis on the United States. Prerequisites: World Geography and Geography of the United States and Canada.

**Geog 255 Cartography**

3 cr.

This course is designed primarily to enable the student geographer to attain proficiency in the use and interpretation of maps, globes, cartograms, and geographic diagrams. The history of maps; the development of signs, symbols, map scales; the construction of projections, graphs, and diagrams; and, the application of each of these to the teaching of geography are stressed.

**Geog 454 World Problems in Geography**

3 cr.

This course considers world problems and the geographic backgrounds necessary in understanding them. Attention is given to boundary questions, the value and control of colonies, fishery agreements, problems concerning commercial aviation, world trade, world food resources, control and development of natural resources, the making of peace, and similar topics.

**Geog 453 Political Geography**

3 cr.

This course considers geographic elements as related to geopolitical concepts, types and distribution of political systems, major political units and association, factors which influence political power, areas of friction, conflict and arbitration.

**Geog 461 Field Trips in Geography**

3 cr.

These courses, which involve the study of a selected area through the agencies of travel and actual investigation, are arranged from time to time to suit the needs of the student group.

**Geog 462 Field Course in Geography**

3 cr.

This course proposes to give experiences in the study of land utilization and use of geographic tools and techniques in the field.

**Geog 441 Geography Seminar\***

1 or 2 cr.

This course is limited to senior geography majors. The emphasis will be upon individual study, research, and presentation of geographic data — both written and oral. This course will be offered every semester and students are allowed choice of adviser according to major interest.

**PROFESSIONAL EDUCATION COURSES****Ed 451 Teaching of Geography in Secondary Schools\***

3 cr.

(Prerequisite — 18 semester hours of geography)

This course is an intensive study of modern techniques for teaching geography, of geographic materials, and of current curricula in geography. Emphasis is placed on the contribution of geography to the solution of national and world problems. Juniors or seniors may schedule this in consultation with Chairman of Department.

## MATHEMATICS DEPARTMENT

JOY E. MAHACHEK, Chairman of Department

IDA Z. ARMS  
EDWIN W. BAILEY  
GEORGE W. GAVALA  
RAYMOND D. GIBSON  
MARIAN J. KIPP

JAMES E. MCKINLEY  
CARL P. OAKES  
GLENN W. OLSON  
WILLIAM R. SMITH  
MELVIN R. WOODARD

The Mathematics Department provides courses primarily for the departments of Art, Elementary, and Secondary Education but students from any department may elect courses in sequence either to improve their general education or to prepare for technical work in various fields.

The course in Fundamentals of Mathematics is required for all students in the departments of Art, Elementary, and Secondary Education unless proficiency is shown by examination. A course in Teaching of Arithmetic is required for all students in Elementary Education.

Students in Secondary Education who choose mathematics as a field of specialization must have a minimum of 36 semester hours in mathematics. Below are listed the required courses and possible electives. A student may secure certification in a second field through careful selection of courses.

Required for a major in Mathematics .....	36 sem. hr.
Require for certification in Mathematics .....	24 sem. hr.
Required for a major in Mathematics-Physics .....	44 sem. hr.
Required for certification in Mathematics-Physics .....	36 sem. hr.

### Required Courses For Mathematics Majors

	Hours	
	Clock	Sem.
Math 151 Mathematical Analysis I .....	4	4
Math 152 Mathematical Analysis II .....	5	5
Math 251 Calculus I .....	4	4
Math 252 Calculus II .....	4	4
Math 355 College Geometry .....	3	3
Math 375 Introduction to Modern Mathematics .....	3	3
Ed 451 Teaching of Mathematics in the Secondary Schools .....	3	3
Math 452 Mathematics Seminar .....	1	1

### Required Courses For Majors With Advanced Standing

	Hours	
	Clock	Sem.
Math 157 Mathematical Analysis III .....	4	4
Math 253 Advanced College Algebra .....	3	3
Math 257 Mathematical Analysis IV .....	5	5
Math 355 College Geometry .....	3	3
Math 357 Mathematical Analysis V .....	3	3
Math 375 Introduction to Modern Mathematics .....	3	3
Ed 451 Teaching of Mathematics in the Secondary Schools .....	3	3
Math 452 Mathematics Seminar .....	1	1

## Required Courses For Physics-Mathematics Majors

See Page 163

### Electives

	Hours	
	Clock	Sem.
Math 253 Advanced College Algebra .....	3	3
Math 254 Mathematics of Finance .....	3	3
Math 353 History of Mathematics .....	3	3
Math 354 Field Work in Mathematics .....	1-3	1-3
Math 358 Theory of Probability .....	3	3
Math 361 Differential Equations .....	3	3
Math 362 Statistics .....	3	3
Math 365 Fourier's Series .....	3	3
Math 368 Vector Analysis .....	3	3
Math 376 Abstract Algebra .....	3	3
Math 381 Advanced Calculus .....	3	3
Math 395 Theory of Matrices .....	3	3

## COURSE DESCRIPTIONS

### Math 111 Fundamentals of Mathematics 3 cr.

This course is concerned with cultivating the students' general understanding and appreciation of mathematics. For students who have had little high school mathematics emphasis will be placed on the development of the number system, arithmetic, proof and reasoning, methods of equations, graphs, simple statistics and the place of mathematics in present day living. For those with adequate high school mathematics consideration will be given to the elements of more advanced mathematics.

### Math 151 Mathematical Analysis I 4 cr.

This course is the first of two in an integrated organization of topics usually covered in College Algebra, Trigonometry, and Analytic Geometry. The central idea in the organization of the material is the function concept. Topics considered are absolute value; inequalities; algebraic functions and their graphs; solutions of systems of equations; exponential, logarithmic, trigonometric and inverse trigonometric functions and their graphs; trigonometric formulae; the properties of circular functions; trigonometric representation of complex numbers with application of DeMoivre's theorem.

### Math 152 Mathematical Analysis II 5 cr.

As a continuation of Mathematical Analysis I the principal topics considered are permutations, combinations, probability; arithmetic and geometric sequences and series; equations of geometric loci of the plane, including the straight line and conic sections; the general equation of the second degree and transformation of axes; polar coordinates; parametric equations; and the geometry of points, lines and planes in three dimensions.

**Math 157 Mathematical Analysis III**

4 cr.

This course is an introduction to Analytic Geometry, Differential Calculus and Integral Calculus. Among the topics considered are the following: cartesian coordinates, elementary curve tracing, the analytic geometry of the straight line, a study of derivatives of elementary functions involving the algebraic operations, rates and differentials, an introduction to integration including indefinite integrals, the definite integrals applied to the computation of areas and volumes, and other applications of the fundamental theorem.

**Math 251 Calculus I**

4 cr.

This course aims to give the student a clear understanding of the meaning of the derivative as well as mechanical facility in the differentiation of algebraic and transcendental functions. Applications of the derivative in solving problems of maxima and minima and related rates are emphasized. The theorem of mean value and its applications, integration of the standard elementary forms, and the definite integral are also discussed. Prerequisite: Math 152 or its equivalent.

**Math 252 Calculus II**

4 cr.

The study of the ideas of Calculus I is continued. Integration as a process of summation is applied in calculating areas bounded by plane curves, lengths of arcs, volumes, surfaces, and positions.

**Math 253 Advanced Algebra**

3 cr.

This is a second course in Algebra designed to develop a knowledge of algebraic theory and skill in the processes. It includes a study of determinants, binomial equations, properties of polynomials, theorems of roots of equations, transformation of equations, cubic and quartic equations, bounds for roots of equations, separation of roots, and solution of numerical equations. Prerequisites: Mathematical Analysis II or IV.

**Math 254 Mathematics of Finance**

3 cr.

The primary purpose of this course is to give the student a background for teaching general and consumer mathematics. The course introduces the student to the elementary theory of simple and compound interest, and leads to the solution of practical problems in annuities, sinking funds, amortization and depreciation, stocks and bonds, installment buying, and building and loan associations. It also includes the theory of probability as related to life insurance, the theory and calculation of mortality tables, various types of life annuities and insurance policies.

**Math 257 Mathematical Analysis IV**

5 cr.

This is a continuation of Mathematical Analysis III and includes the application of Analytic Geometry to the circle, parabola, ellipse, and hyperbola. Differentiation and integration are studied in connection with the exponential, logarithmic and circular functions. A study is made of polar coordinates and parametric equations as related to analytic geometry and the calculus and also of solid analytic geometry and multiple integration.

**Math 353 History of Mathematics**

3 cr.

A cultural background in the field of elementary mathematics is developed in this course. Emphasis is placed on the history of the development of the number systems of elementary mathematics, computational devices, mathematical symbolism, space concepts, simple logical processes, and the biographies of outstanding mathematicians. Prerequisite: Analytic Geometry.

**Math 354 Field Work in Mathematics**

1 to 3 cr.

The principal topics of this course are: field instruments, their mathematical construction and use; the slide rule, its construction and use; and suggestions for teaching the simpler instruments in the secondary school courses.

**Math 355 College Geometry**

3 cr.

This course is designed to give the prospective teacher thorough preparation for teaching high school geometry. Euclidean geometry serves as the basis for the course, but some time is spent in considering the basic differences between it and the Non-Euclidean geometries. A thorough study of a postulational system and methods of proof are of primary importance. Theorems of Euclidean geometry not usually considered in elementary courses, including those of Menelaus and Ceva, are considered. Other topics included are harmonic ratio and elements; cross ratio; transformations, including translations, rotations, and inversion; homothetic and similar figures, projective properties in the plane; and special properties of circles and triangles.

**Math 357 Mathematical Analysis V**

3 cr.

This course follows Mathematical Analysis IV and involves advanced topics of plane and analytical geometry as well as an introduction to Advanced Calculus. Special consideration is given to series, hyperbolic functions, partial differentiation, multiple integration, and simple ordinary differential equations.

**Math 358 Theory of Probability**

3 cr.

The course is an introductory course developed by use of set theory. It is a desirable, but not mandatory, prerequisite for math-

emational statistics. Some of the major topics are: sample spaces, events, conditional, probability, Bayes' formula, independent events, binomial distribution, probability functions, Bernoulli trials, and decision-making.

### **Math 361 Differential Equations**

3 cr.

This is an introductory course involving the solution of differential equations of the first and second order and linear equations with constant coefficients. Emphasis is placed on applications to geometry and physics. Prerequisite: Math 252 or 357.

### **Math 362 Statistics**

3 cr.

The areas of study in this course are: frequency distributions, measures of central tendency, measures of variation and symmetry, theoretical distributions, probability sampling, problems of estimation, testing of hypotheses, tests of randomness, simple correlation theory, chi-square, multiple and partial correlation. Emphasis is placed on the mathematical development of formulas, as well as on skill in using them.

### **Math 365 Fourier Series**

3 cr.

This is a study of the properties of Fourier Series, bessel functions, and legendre polynomials and their application in the solution of partial differential equations of physics. Prerequisite: Math 361.

### **Math 368 Vector Analysis**

3 cr.

This course is a study of the algebra and differential and integral calculus of vectors in two and three dimensional spaces with applications to physics and engineering. Prerequisite: Math 252 or 357.

### **Math 375 Introduction to Modern Mathematics**

3 cr.

This course is designed to acquaint the prospective teacher with new methods and content in mathematics. A thorough study of the development of the complex number system from a postulational viewpoint, starting with the natural numbers, through the integers, fractions, rational, irrational, real, and finally the complex numbers, serves as a model of the rigorous methods used in mathematics today. Set theory and its applications in serving to unify topics in high school algebra and geometry are of primary importance. The study of mathematical structures, including that of groups, rings, integral domain, and fields, acquaints the student with the knowledge that there are many algebras and geometries and points out the true nature of a mathematical system. Boolean algebra and arithmetic modular systems serve as examples to illustrate these systems. An attempt is made throughout the course to strengthen, but not replace, the traditional mathematics with the new.



**Math 376 Abstract Algebra** 3 cr.

This course consists of a development of the theory of integral domains, fields, rings, and groups. It is designed to develop the student's power to think for himself and to improve his ability to construct formal proofs.

**Math 381 Advanced Calculus** 3 cr.

Some of the concepts of Calculus I and II and others basic to analysis are rigorously developed. Discussions pertain to: Limits and continuity, differential and integral calculus of several variables, line and surface integrals, and gamma and beta functions. Prerequisite: Math 252 or 357.

**Math 395 Theory of Matrices** 3 cr.

The topics to be discussed in this course are: Basic operations for matrices, determinants, rank and equivalence of matrices, solution of systems of linear equations, vector spaces and linear transformations. Prerequisite: 18 hours of mathematics.

**Math 452 Seminar** 1 cr.

During the semester preceding student teaching each person majoring in mathematics is expected to perform an independent study of mathematics beyond the scope of the courses he has taken. The area for investigation will be selected by the student, subject to the approval of the instructor. Upon completion of the study, the student is expected to give an oral presentation of his findings to the other members of the group.

**Ed 451 Teaching Mathematics in the Secondary Schools** 3 cr.

The major objective of the course is to prepare teachers of mathematics for the modern secondary schools. The principal activities in the class are the preparation and presentation of lessons on concepts from the secondary schools mathematics courses; study of the principles of teaching and learning; observations; study of current mathematics curricula; and learning to use curriculum materials effectively.

**El 313 Teaching of Arithmetic** 3 cr.

In this course emphasis will be given to the place of arithmetic in the elementary school and to the recent changes in curriculum and method; to techniques for developing concepts and processes; to recent research in the field of arithmetic; and to books and materials helpful to prospective teachers. Observation of master teachers at work will be planned. Prerequisite: Math 111.

## SCIENCE DEPARTMENT

DWIGHT E. SOLLBERGER, Chairman of Department

WILLIS H. BELL  
RALPH R. BOOTH  
CARL W. BORDAS  
EDWARD N. BROWN  
WALTER W. GALLATI  
DONALD GROFF  
DONALD E. HOFFMASTER  
FRANCIS W. LIEGEY  
RONALD L. MARKS  
ROBERT N. MOORE

GEORGE F. OBER  
CHARLES D. REESE  
DANIEL G. REIBER  
ARTHUR G. SHIELDS  
MARTIN L. STAPLETON  
RICHARD M. STRAWCUTTER  
PAUL M. WADDELL  
RICHARD F. WAECHTER  
ROBERT L. WOODARD  
CYRIL J. ZENISEK

PATSY A. ZITELLI

Biology, Chemistry, and Physics are combined into one department designated as the Science Department. The activities of the science department are designated to fulfill three purposes: First, to teach the facts, skills, attitudes and appreciations of science through the basic courses to those students specializing in some field other than science to the end that they may better understand the world in which they live and the impact of the scientific method on society; Second, to provide specialization in the various fields of science for those who wish to prepare to teach these sciences in the secondary school; Third, to offer a program to the prospective elementary teacher which will enable her to teach science in the first six grades.

## GENERAL EDUCATION COURSES

### Sci 101 Basic Biology

3 cr.

This course deals with the principles of biology. Topics include cellular structure and physiology, growth and repair, reproduction and development, control, sources of food energy, inheritance, and man's interrelationship with his biological environment. The classification of plants and animals is reviewed briefly. Two hours lecture and two hours laboratory.

### Sci 102 Basic Physical Science

3 cr.

This course utilizes the fields of earth science and astronomy to provide a broadened background of science. The nature and use of energy is the central theme for the study of heat, light, chemical, and atomic energy. Emphasis is placed on the methods and the thinking of scientists in recognizing and solving problems. Two hours lecture and two hours laboratory.

### Sci 111 Science in Modern Civilization

3 cr.

This course is designed to acquaint the secondary student with some of the major discoveries of science in all fields and the effects of discoveries upon man's way of life. Emphasis is placed upon developing an understanding of science and its implications. Discoveries lead-

ing to more abundant supplies of energy, discoveries contributing to better health and longer life, more rapid transportation, to a more abundant and better food supply, better housing, better clothing and to greater destructive potential are some of the topics developed.

## **SPECIALIZATION IN THE VARIOUS FIELDS OF SCIENCE**

The increasing complexity and specialization within the various fields of Science has created many problems for those preparing to teach science in the secondary schools. One of the problems is that of securing sufficient breadth as well as depth in preparation for teaching science. Many teachers teach two or more fields of science such as Chemistry and Physics or Biology and General Science. Approximately sixty per cent of all Science teachers in Pennsylvania teach General Science as a regular part of their load. With the increasing size of schools, however, due to consolidation, more and more schools are able to employ a full time teacher for a particular subject within the field of Science. There is every reason to believe that this trend will continue and that there will be an increasing demand for more specialization in the various areas of Science.

Indiana has attempted to meet needs of prospective science teachers by offering a wide variety of courses and fields in which to specialize.

## **REQUIREMENTS FOR CERTIFICATION IN THE FIELDS OF SCIENCE**

In order to be certified to teach one of the following subjects or combinations of subjects, the student must complete the number of semester hours indicated.

Mathematics and Physics .....	36 sem hrs.
Biology .....	24 sem hrs.
Chemistry .....	24 sem hrs.
Physics .....	24 sem hrs.
Physics-Chemistry (Physical Science) .....	36 sem hrs.

Must have a minimum of 15 in each.

General Science .....	24 sem hrs.
Science (Comprehensive Science Certification) .....	40 sem hrs.
Space and Earth Science .....	24 sem hrs.

## **COURSES REQUIRED OF MAJORS IN THE VARIOUS FIELDS OF SCIENCE**

Ed 451 Teaching Science in the Secondary School 3 cr.

This course is planned to give the prospective science major a thorough background in the problems of teaching science. The objectives of the science program in the secondary school, selection of textbooks, sources of suitable literature, how to secure materials for instruction, the preparation of units, and special techniques are studied. Prerequisites: 12 hours of work in major field. Three hours lecture.

## REQUIREMENTS FOR BIOLOGY MAJORS

Biology .....	32 sem hrs.
General Chemistry I-II .....	8 sem hrs.
Physics I-II .....	8 sem hrs.
Mathematical Analysis .....	4 sem hrs.
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TOTAL .....	52 sem hrs.

This major provides certification in Biology and General Science.

## SEQUENCE FOR BIOLOGY MAJORS

Semester	No.	Courses	Clock	Credit	Sem.
I	Biol 111	Botany I or			
	Biol 121	Zoology I	6		4
	Chem 111	General Chemistry I	6		4
II	Biol 112	Botany II or			
	Biol 122	Zoology II	6		4
	Chem 112	General Chemistry II	6		4
III	Biol 121	Zoology I or			
	Biol 111	Botany I	6		4
	Math 151	Mathematical Analysis I	6		4
IV	Biol 112	Botany II or			
	Biol 122	Zoology II	6		4
	Biol 271	Evolution or			
	E-Sci 221	Geology I	2-3		2-3
V	Phys 111	Physics I	6		4
	Phys 112	Physics II	6		4
	Ed 451	Teaching Science in Secondary Schools	3		3

## ELECTIVES

III to VIII	Biol 251	Field Botany	5		3
	Biol 252	Field Zoology	5		3
	Biol 261	Ornithology	5		3
	Biol 262	Entomology	5		3
	Biol 362	Ecology	5		3
	Biol 272	Conservation	5		3
	Biol 371	Vertebrate Anatomy	5		3
	Biol 351	Plant Physiology	5		3
	Biol 352	Animal Physiology	5		3
	Biol 361	Microbiology	5		3
	Biol 281	Parasitology	5		3
	Biol 263	Genetics	5		3
	Biol 498	Problems in Biology			1-3

## REQUIREMENTS FOR CHEMISTRY MAJORS

Chemistry .....	26 sem hrs.
Physics .....	8 sem hrs.
Mathematics .....	12 sem hrs.
Biology .....	8 sem hrs.
—	
TOTAL .....	54 sem hrs.

This major provides a certification in Chemistry and General Science.

## SEQUENCE FOR CHEMISTRY MAJORS

Semester	No.	Courses	Credit Clock	Sem.
I	Chem 111	General Chemistry I	6	4
	Math 151	*Mathematical Analysis I or		
	Math 157	Mathematical Analysis III	4	4
II	Chem 112	General Chemistry II	6	4
	Math 152	*Mathematical Analysis II or		
	Math 257	Mathematical Analysis IV	5	5
III	Math 251	*Calculus I or	4	4
	Math 381	Advanced Calculus	3	3
	Phys 111	Physics I	6	4
	Chem 211	Qualitative Analysis or	6	4
	Chem 311	Organic Chemistry I	6	4
IV	Phys 112	Physics II	6	4
	Chem 212	Quantitative Analysis or	6	3
	Chem 312	Organic Chemistry II	6	4
V	Chem 211	Qualitative Analysis	6	3
	Chem 311	Organic Chemistry I	4	3
	Sci 103	Gen. Biology I	6	4
VI	Chem 212	Quantitative Analysis or	6	3
	Chem 312	Organic Chemistry II	6	4
	Sci 104	Gen. Biology II	4	3
	Ed 451	Teaching Science in Secondary Schools	3	3
VII-VIII	Chem 411	Physical Chemistry (May be taken any time after Quantitative Anal.)	5	3
Electives — After prerequisites have been completed				
	Chem 251	Industrial Chemistry	5	3
	Chem 351	Biological Chemistry	5	3
	Chem 451	Colloidal Chemistry	5	3

\*Any combination giving mathematics through Calculus I.

Chem 498	Problems in Chemistry	1-4 in any one sem.
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## REQUIREMENTS FOR PHYSICS MAJORS

Physics .....	26 sem hrs.
Chemistry .....	8 sem hrs.
Math .....	12 sem hrs.
Biology .....	8 sem hrs.
—	
TOTAL .....	54 sem hrs.

This major provides certification to teach Physics and General Science.

## SEQUENCE FOR PHYSICS MAJORS

Semester	No.	Courses	Credit	
			Clock	Sem.
I	Phys 111	Physics I	6	4
	Math 151	Mathematical Analysis I or		
	Math 157	Mathematical Analysis III	4	4
II	Phys 112	Physics II	6	4
	Math 152	Mathematical Analysis II or		
	Math 257	Mathematical Analysis IV	5	5
III	Chem 111	General Chemistry I or		
	Sci 103	Gen. Biology I	4	3
	Math 251	Calculus I or	4	4
	Math 281	Advanced Calculus	3	3
IV	Chem 112	General Chemistry II or	6	4
	Sci 104	Gen. Biology II	4	3
V	Chem 111	General Chemistry I or		
	Sci 103	Gen. Biology I	4	3
VI	Chem 112	General Chemistry II or		
	Sci 104	Gen. Biology II	4	3
	Ed 451	Teaching Science in Secondary Schools	3	3

## ELECTIVES

III to VIII	Phys 211	Electricity and Magnetism	6	4
	Phys 311	Mechanics	6	4
	Phys 382	Heat	6	4
	Phys 361	Electronics	5	3
	Phys 472	Modern Physics	5	3
	Phys 371	Optics	5	3
	Phys 498	Problems in Physics	5	3
		(in any one semester)		14

**REQUIREMENTS FOR PHYSICS-MATHEMATICS MAJORS**

Physics .....	19 sem hrs.
Mathematics .....	17 sem hrs.
Electives .....	8 sem hrs.
<b>TOTAL</b> .....	<b>44 sem hrs.</b>

This major provides certification to teach Physics, Mathematics and General Science.

**SEQUENCE FOR PHYSICS-MATHEMATICS MAJORS**

Semester	No.	Courses	Credit	
			Clock	Sem.
I	Phys 111	Physics I	6	4
	Math 151	Mathematical Analysis I or		
	Math 157	Mathematical Analysis III	4	4
II	Phys 112	Physics II	6	4
	Math 152	Mathematical Analysis II or		
	Math 257	Mathematical Analysis IV	5	5
III	Math 251	Calculus I or	4	4
	Math 381	Advanced Calculus	3	3
	Phys 211	Electricity and Magnetism	6	4
IV	Math 252	Calculus II or	3	3
	Math 361	Differential Equations	3	3
	Phys 311	Mechanics	6	4
VI or VII	Ed 451	Teaching of Science in Secondary Schools or Teaching of Math in Secondary Schools	3	3

**ELECTIVES IN PHYSICS**

V to VIII	Phys 382	Heat	6	4
	Phys 361	Electronics	5	3
	Phys 472	Modern Physics (Required)	5	3
	Phys 371	Optics	5	3
	Phys 498	Problems in Physics		1-3

**ELECTIVES IN MATHEMATICS**

V to VIII	Math 253	Advanced College Algebra	3	3
	Math 381	Advanced Calculus	3	3
	Math 355	College Geometry	3	3
	Math 362	Statistics	3	3
	Math 353	History of Mathematics	3	3
	Math 354	Field Work in Mathematics	3	3
	Math 375	Introduction to Modern Mathematics	3	3
	Math 361	Differential Equations	3	3
	Math 358	Theory of Probability	3	3
	Math 368	Vector Analysis	3	3
	Math 365	Fourier Series	3	3
	Math 376	Abstract Algebra	3	3

## REQUIREMENTS FOR PHYSICAL SCIENCE MAJOR

Physics .....	16 sem hrs.
Chemistry .....	18 sem hrs.
Mathematics .....	12 sem hrs.
Electives .....	8 sem hrs.
<b>TOTAL</b> .....	<b>54 sem hrs.</b>

This major provides certification to teach Chemistry, Physics, and General Science.

## SEQUENCE FOR PHYSICAL SCIENCE MAJORS

Semester	No.	Courses	Credit	
			Clock	Sem.
I	Chem 111	General Chemistry I or		
	Phys 111	Physics I	6	4
	Math 151	Mathematical Analysis I or		
II	Math 157	Mathematical Analysis III	4	4
	Chem 112	General Chemistry II or		
	Phys 112	Physics II	6	4
	Math 152	Mathematical Analysis II or		
III	Math 257	Mathematical Analysis IV	5	5
	Chem 111	General Chemistry I or		
	Phys 111	Physics I	6	4
	Math 251	Calculus I or	4	4
IV	Math 381	Advanced Calculus	3	3
	Chem 112	General Chemistry II or		
	Phys 112	Physics II	6	4
VI or VII	Ed 451	Teaching of Science in the Secondary School	3	3
III to VII	Chem 211	Qualitative Analysis	6	3
	Chem 311	Organic Chemistry I	6	4
	Chem 411	Physical Chemistry	5	3
	Phys 211	Electricity and Magnetism	6	4
	Phys 311	Mechanics	6	4

## CHEMISTRY ELECTIVES

Chem 212	Quantitative Analysis	6	3
Chem 312	Organic Chemistry II	5	3
Chem 351	Biological Chemistry	5	3
Chem 251	Industrial Chemistry	5	3
Chem 498	Problems in Chemistry		1-3

## PHYSICS ELECTIVES

Phys 472	Modern Physics	5	3
Phys 382	Heat	6	4
Phys 371	Optics	5	3
Phys 498	Problems in Physics		1-3



## REQUIREMENTS FOR GENERAL SCIENCE- GEOGRAPHY MAJOR

Biology .....	8 sem hrs.
Chemistry .....	8 sem hrs.
Physics .....	8 sem hrs.
Mathematics .....	4 sem hrs.
Earth Science .....	9 sem hrs.
Regional Geography .....	15 sem hrs.
<b>TOTAL</b> .....	<b>52 sem hrs.</b>

This major provides certification to teach General Science and Geography.

## SEQUENCE FOR GENERAL SCIENCE-GEOGRAPHY MAJOR

Semester	No.	Courses	Clock	Credit Sem.
I	Chem 111	General Chemistry I	6	4
	Math 151	Mathematical Analysis I	4	4
II	Chem 112	General Chemistry II	6	4
III	Phys 111	Physics I	6	4
IV	Phys 112	Physics II	6	4
V	Sci 103	Biology I	6	4
VI	Sci 104	Biology II	6	4
III to IV		Earth Science Courses		9
		Regional Geography		15
VI or VII	Ed 451	Teaching Science in Secondary Schools or Teaching Geography in Secondary Schools	3	3

## ELECTIVES IN EARTH SCIENCE

Geog 248	Geology	3
Geog 246	Physiography	3
Geog 249	Meteorology	3
Geog 241	Climatology	3

## ELECTIVES IN REGIONAL GEOGRAPHY

Geog 252	Geography of Pennsylvania	2
Geog 356	Geography of Europe	3
Geog 357	Geography of USSR	3
Geog 361	Geography of Far East	3
Geog 362	Geography of South East Asia	3
Geog 363	Geography of North Africa and Southwest Asia	3
Geog 371	Geography of South America	3
Geog 372	Geography of Middle America	3
Geog 381	Geography of Africa, South of Sahara	3
Geog 391	Geography of Australia and Pacific Islands	2
Geog 392	Geography of Polar Regions	2

## REQUIREMENTS FOR EARTH SCIENCE

Biology .....	8 sem hrs.
General Chemistry I-II .....	8 sem hrs.
Physics I-II .....	8 sem hrs.
Mathematical Analysis .....	9 sem hrs.
Earth Sciences .....	18 sem hrs.
Elective Science .....	3 sem hrs.
<b>TOTAL</b> .....	<b>54 sem hrs.</b>

This major provides Earth Science and General Science certification.

## SEQUENCE FOR EARTH SCIENCE MAJORS

Semester	No.	Courses	Clock	Credit Sem.
I	Math 151	Mathematical Analysis I	4	4
	Phys 111	Physics I	6	4
II	Math 152	Mathematical Analysis II	5	5
	Phys 112	Physics II	6	4
III	Chem 111	General Chemistry I	6	4
	E-Sci 211	Astronomy I	5	3
IV	Chem 112	General Chemistry II	6	4
	E-Sci 212	Astronomy II	5	3
	E-Sci 217	Meteorology	5	3
V	Sci 103	General Biology I	4	3
	E-Sci 221	Geology I	5	3
VI	Sci 104	General Biology II	4	3
	E-Sci 222	Geology II	5	3
VII	Geog 246	Physiography (Phys Geog)		3
		Electives (at least one must be taken)		3
	Biol 362	Ecology		
	Geog 241	Climatology		
	E-Sci 331	Navigation		
	Geog 351	Oceanography		
	E-Sci 321	Paleontology		
	Biol 272	Conservation of Plant and Animal Resources		
	Chem 211	Qualitative Analysis		
	Phys 472	Modern Physics		

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**BIOLOGICAL SCIENCE COURSES****Biol 111 Botany I**

4 cr.

Botany I is primarily a study of the flowering plants. Topics include the anatomy and life processes of plant cells, leaves, stem, roots, flowers, seeds, and fruits. The economic importance of plants used by man and the recognition and classification of the seed plants in the immediate environment of the college are included. Three hours lecture and three hours laboratory per week.

**Biol 112 Botany II**

4 cr.

Botany II is concerned primarily with the non-flowering plants. It considers both the anatomy and life processes of selected algae, bacteria, fungi, mosses, ferns, and their allies. The economic importance and health implications of certain of these groups are emphasized. The recognition and classification of the non-flowering plants of the immediate surroundings are stressed. Prerequisite: Botany I. Three hours lecture and three hours laboratory per week.

**Biol 121 Zoology I**

4 cr.

This is a study of the life history, habits, origin, development, physiology and anatomy of the main phyla of invertebrates. A phylogenetic sequence is followed to show interrelationships among the phyla. The student becomes acquainted with the many invertebrate species found locally. Three hours lecture and three hours laboratory per week.

**Biol 122 Zoology II**

4 cr.

This course is a study of the chordata in general, and more particularly the classes of vertebrates. Topics studied include the anatomy, physiology, origin, development, and life history of representative members of each class. Special attention is given to the vertebrates found in the vicinity of the college. Prerequisite: Zoology I. Three hours lecture and three hours laboratory per week.

**Sci 103 General Biology I**

3 cr.

A study of the principles of biology including cell structure, photosynthesis, respiration, digestion, excretion, coordination, reproduction, heredity, and evolution together with a systematic study of typical representatives of both the plant and animal kingdoms. Two lectures and one 2 hour laboratory per week.

**Sci 104 General Biology II**

3 cr.

A continuation of Biology I. Two lectures and one 2 hour laboratory per week. Prerequisite: Biology I.

**Biol 271 Evolution**

2 cr.

This course deals with the principles of organic evolution. Various lines of evidence for evolution are studied as well as the operational mechanisms involved which have resulted in present-day organisms. Consideration is given to the origin and phylogenetic relationships of biologic groups. The historical development of evolutionary thought is also considered. Two hours lecture per week.

**Biol 263 Genetics**

3 cr.

The purpose of this course is to give the student an understanding of the laws of inheritance as they operate in plants, animals, and humans. Cell structure, mendelian inheritance, eugenics, linkage, probability, crossing over, and random assortment are considered. Prerequisite: 6 hours Biology. Two hours lecture and three hours laboratory per week.

**Biol 251 Field Botany**

3 cr.

This is a course in the taxonomy of the vascular plants of the region. It includes the ferns, fern allies, shrubs, trees and herbaceous plants. The use of the standard manuals for the identification of plant materials is stressed. Students are required to make collections for their future use in teaching situations. Two hours lecture and three hours laboratory per week.

**Biol 351 Plant Physiology**

3 cr.

This course studies the physiological processes occurring in plants. The phenomena of inhibition, osmosis, digestion, photosynthesis, respiration, transpiration and mineral nutrition are considered in relation to the growth and development of the plant. Prerequisites: Botany I and II. Two hours lecture and three hours laboratory per week.

**Biol 252 Field Zoology**

3 cr.

Field Zoology is a course in the study of animals in the field; the collection of such forms, and the preparation and utilization of them for class instruction. Students are required to make collections for their future use in teaching situations. Two hours lecture and three hours laboratory per week. Field trips are required.

**Biol 352 Animal Physiology**

3 cr.

The purpose of this course is to give the student a general background of how animals carry on their bodily processes and a more detailed knowledge of human physiology. Related anatomy is taught as needed. Prerequisites: Zoology I and II. Two hours lecture and three hours laboratory work per week.

**Biol 361 Microbiology**

3 cr.

This course is a study of microscopic forms of life, both plant and animal, which are commonly encountered in biological work. Some emphasis is placed on the study of disease-producing species of man and his domesticated animals. Methods of culturing forms used in high school teaching are studied. Prerequisites: Botany I and II, Zoology I and II. Two hours lecture and three hours laboratory per week.

**Biol 261 Ornithology**

3 cr.

Ornithology is a study of the birds of the region supplemented by a review of the major orders of birds of the western hemisphere. Indoor studies of skins are made during the early part of the course, while the latter part of the course is largely field work. Early morning field trips are required. Two hours lecture and three hours laboratory per week.

**Biol 262 Entomology**

3 cr.

This is an introduction to the orders of insects, considering their characteristics, habits, and economic relations, together with the collecting and identifying of representative forms from western Pennsylvania. Two hours lecture and three hours laboratory per week.

**Biol 362 Ecology**

3 cr.

This is a study of the interrelations and adaptations of plants, and animals and includes consideration of physical as well as biotic environmental factors. Field trips are taken to study various types of ecologic situations. Two hours lecture and three hours laboratory per week.

**Biol 281 Parasitology**

3 cr.

An introductory course which covers the parasitic protozoa, flatworms, and roundworms. Major emphasis is placed upon species infesting man and includes their structure, physiology, ecology, life cycles, pathogenicity and treatment. Laboratory work includes some dissection of vertebrate hosts and fixing, staining and mounting of any parasites recovered. Arthropods involved in parasite transmission are also included. Prerequisites: Zoology I and II.

**Biol 272 Conservation of Plant and Animal Resources**

3 cr.

In this course special attention is devoted to a study of accepted practices in soil, water, forest, and game conservation. Numerous local and state conservation specialists are called in to assist in the discussion of the specialized fields of conservation. Field work is an essential part of the course. Prerequisite: Biological Science or equivalent. Two hours lecture and three hours laboratory per week.

**Biol 371 Vertebrate Anatomy** 3 cr.

A study of the anatomical organization of the vertebrate animal. The cat is used as the subject for a detailed laboratory dissection. Prerequisites: Zoology I and II. Two hours lecture and three hours laboratory per week.

**Biol 498 Problems in Biology** 1 - 3 cr.

A course in which the student may independently investigate any field of biology in which he is interested. This work is supervised by a faculty members but does not involve regular class or laboratory hours. The student should expect to spend three hours per week for each credit earned.

**Biol 499 Research Biology** 3 cr.

A course designed to acquaint the undergraduate student with the techniques of modern research by actively engaging in a program of biological experimentation and/or research. Students will work in close harmony with the faculty member (or members) engaged in an active research project. There are no formal lectures or laboratories and a broad biological background is required. Enrollment is by permission only.

## CHEMISTRY COURSES

**Chem 111-112 General Chemistry I and II** 8 cr.

General Chemistry I includes the study of nature of matter, atomic structure, periodic law, chemical bond, stoichiometry, gases, liquids, solids, and solutions.

General Chemistry II includes chemical kinetics, chemical equilibria, electrical energy and chemical change, oxidation and reduction, descriptive chemistry, and organic chemistry. Three hours lecture and three hours laboratory per week.

**Chem 211 Qualitative Analysis** 3 cr.

A study of chemical properties of certain elements and various ionic chemical equilibria involved in their reactions. The student achieves understanding of these principles through solution of selected problems and carefully arranged experimental work, including the identification of unknown ions. Many useful skills and techniques are acquired during the course of laboratory work. Two hours lecture and four hours laboratory per week. First semester odd years. Prerequisite: Inorganic Chemistry I - II.

**Chem 212 Quantitative Analysis** 3 cr.

This course gives introductory training in the theory and practice of gravimetric, volumetric, and calculations on a quantitative basis. Two hours lecture and four hours laboratory per week. Second semester, odd years. Prerequisite: Qualitative Analysis.

**Chem 311-312 Organic Chemistry I and II** 8 cr.

A study of the compounds of carbon with special emphasis being placed on the structure and reactions of the more important classes of carbon compounds. The laboratory work involves the preparation and purification of representative compounds. Three hours of lecture and three hours of laboratory per week. Prerequisite: General Chemistry I and II.

**Chem 351 Biological Chemistry** 3 cr.

A study of the chemistry of carbohydrates, lipids, proteins, minerals and vitamins and the biological functions of each. Three hours of lecture per week. Prerequisite: Organic Chemistry I.

**Chem 452 Advanced Inorganic Chemistry** 3 cr.

Advanced Inorganic Chemistry is an undergraduate course designed to give the student an understanding of the advanced theory of: atomic structure, chemical bonding, acids and bases, coordination compounds, and selected topics. This is a three semester hour, non-laboratory course. Prerequisites: General Chemistry I and II, Qualitative Analysis and Organic Chemistry I.

**Chem 411 Physical Chemistry** 3 cr.

Lecture includes elementary thermodynamics and thermochemistry. Topics to be considered include: Phase rule, surface tension, study of matter in solid, liquid, and gaseous states, vapor pressure, osmotic pressure, chemical cells, buffers, indicators, oxidation-reduction potentials, factors affecting chemical equilibrium, elementary quantum theory. Two hours lecture, one three-hour laboratory period per week. Prerequisites: General Chemistry I and II, Quantitative Analysis, Calculus I.

**Chem 451 Colloidal Chemistry** 3 cr.

This course consists of discussion and laboratory work dealing with the theory of colloidal behavior. Stress will be placed upon proteins and other materials encountered in the colloidal state which are important in nature or industry. Two hours lecture and three hours laboratory per week. Prerequisites: Inorganic Chemistry I and II and Organic Chemistry I.

**Chem 251 Industrial Chemistry** 3 cr.

This course is a study of the applications of chemistry and science to the industries of Western Pennsylvania for the science teacher. The course consists of lectures, laboratory, and field trips to representative industries. Two hours lecture and three hours laboratory per week. Prerequisite: Inorganic Chemistry I and II.

**Chem 498 Problems in Chemistry****3 cr.**

This course includes laboratory work, library reading, and conferences with staff member. The purpose of this course is to give the student experience in the investigation of selected problems in chemistry. The credit is to be arranged.

**PHYSICS COURSES****Phys 111-112 Physics I and II****8 cr.**

A two-semester course constituting the usual first year's work in general college physics. In Physics I mechanics, heat and sound are studied; in Physics II electricity and magnetism, light, and atomic and nuclear physics. A working knowledge of elementary algebra is essential. Three hours lecture and three hours laboratory per week.

**Phys 211 Electricity and Magnetism****4 cr.**

This is an advanced course in general electricity and magnetism for all physics majors and minors. Electric and magnetic fields, D. C. and A. C. circuits, capacitance, inductance, electromotive force, electrical instruments are among the topics developed. Three hours laboratory per week. Physics I and II are prerequisites.

**Phys 311 Mechanics****4 cr.**

This is an advanced course in general mechanics for physics majors and minors and of special value to students majoring in mathematics. Statics, linear motion, circular motion and simple harmonic motion are among the topics developed. Three hours lecture and three hours laboratory per week. Physics I and II are prerequisites.

**Phys 382 Heat****4 cr.**

This is an advanced course in general heat. Temperature and expansion, heat transfer, properties of gases and thermodynamics are some of the topics developed. Three hours lecture and three hours laboratory per week. Physics I and II are prerequisites.

**Phys 361 Electronics****3 cr.**

This is a course dealing with the electron, including the charge, emission, and velocity of the electron. The fundamentals of vacuum tubes and their circuits and the use of tubes in communications and industry are studied. Prerequisites: Physics I and II.



**Phys 472 Modern Physics**

3 cr.

This is a course in twentieth century physics. The topics include thermionics, spectra, X-rays, and radioactivity. Considerable time is devoted to atomic structure and the newer developments in the field of atomic energy. Two 1-hour lectures and one 3-hour laboratory period per week. Physics I and II are prerequisites.

**Phys 371 Optics**

3 cr.

This course deals with such topics as reflection and refraction at surfaces, optical instruments, polarization, interference and diffraction of light. Two 1-hour lectures and one 3-hour laboratory period per week. Physics I and II are prerequisites.

**Phys 498 Problems in Physics**

1 - 4 cr.

Under this title there is offered an opportunity for advanced students to study, in vigorous mathematical detail, special topics in Physics such as Fourier Series, Vibrating String Theory, Vector Analysis and others which the student or staff member might propose. The amount and quality of the work done would determine the number of credit hours earned. In general the idea is to have the student deal in a more sophisticated manner with topics which receive elementary treatment in the regular courses. Prerequisites: Physics I and II, Mechanics, Electricity, and Magnetism.

**EARTH SCIENCE COURSES****E.Sc. 211 Astronomy I**

3 cr.

Fundamentals of astronomy with emphasis on the telescope, observational methods, an examination of the sun, moon, planets, asteroids, comets, and meteors, the mechanics and origin of the solar system, and the spatial relationship of the solar system to the other members of the universe. Scheduled laboratory periods and night observations are part of the course. Two hours lecture and one laboratory period or night observation per week.

**E.Sc. 212 Astronomy II**

3 cr.

Fundamentals of astronomy with emphasis on the sun, stars, galaxies, the sidereal universe, and the use of spectroscopy for gathering astronomical data. Scheduled laboratory periods and night observations are part of the course. Two hours lecture and one laboratory period or night observation per week.

**E.Sc. 331 Navigation**

3 cr.

A thorough grounding in the meanings of terms used in navigation, in the purposes and use of navigational instruments and publica-

tions and in the theory and general methods of piloting, dead reckoning and electronic and celestial navigation. Emphasis is placed upon chart work and the solution of practical navigational problems. Two hours lecture and two hours laboratory.

**E.Sc. 217 Meteorology**

3 cr.

A basic study of the atmosphere and physical processes that produce commonly observed weather phenomena, including discussion of radiation, temperature, humidity, evaporation, condensation and precipitation, clouds, pressure systems and winds, air masses and fronts, cyclones, anti-cyclones, hurricanes, tornadoes, and thunderstorms. In the laboratory, emphasis is on common and useful meteorological instruments, observations, weather reporting, and the weather map. Two lectures and one laboratory period per week.

**E.Sc. 221 Geology I**

3 cr.

A basic geology course emphasizing the composition, structure, and physical changes of the earth, together with the accompanying forces. Laboratory work includes map study, the identification of rocks and minerals, and field trips. Two hours of lecture and one laboratory period per week.

**E.Sc. 222 Geology II**

3 cr.

A basic geology course emphasizing the history of our planet and the life thereon as recorded in the rock strata. Laboratory work includes the study of maps and fossils and trips to the field. Two hours of lecture and one laboratory period per week.

**E.Sc. 321 Paleontology**

3 cr.

This course covers the morphology, classification and evolution of the common fossils of the area. Indiana State College is fortunate in being located in an area in which a wide spectrum of representative fossils ranging from Cambrian to Permian time may be found within easy-driving distance of the campus. Major emphasis is placed on the invertebrate fossils. Field work is an essential part of the course. Two hours lecture and three hours laboratory.

## REQUIRED COURSES FOR STUDENTS IN ELEMENTARY EDUCATION

### **EI 311 Elementary Science I** 3 cr.

This course is designed to make elementary teachers more aware of the science in their environment. While the biological environment is briefly reviewed, greater stress is placed upon the areas of geology, astronomy and meteorology. Field study and lectures strive to include both scientific principles and practical classroom activities that the teacher may use in the elementary classroom.

### **EI 312 Teaching of Elementary Science** 3 cr.

The fundamental areas of physics and chemistry are covered in this course. Student participation is fundamental to their understanding of the basic principles that can be transferred to the elementary classroom, and to their familiarization with scientific equipment. The latter part of the course is devoted to a survey of the biological environment and continues the work begun in Elementary Science.

## REQUIRED COURSES FOR STUDENTS IN HOME ECONOMICS

### **Biol 151 Physiology for Home Economics** 3 cr.

This is a study of the various physiological processes occurring in the human body and the functioning of the various tissues and organs. Two hours lecture and two hours laboratory per week.

### **Chem 151 Inorganic Chemistry** 3 cr.

This course includes an introductory study of the non-metals, the gas laws, atomic structure, valence, ionization, solutions, oxidation, and reduction, and the periodic classification of the elements. Two hours lecture and three hours laboratory.

### **Chem 152 Organic and Biochemistry** 3 cr.

This course is designed to include those topics from the fields of organic chemistry and biochemistry that are most important for the student of home economics. Among the topics included are the aliphatic organic compounds, the physiological functions of materials, proteins, carbohydrates, fats, minerals, digestion, absorption, and metabolism. Two hours lecture and three hours laboratory.

### **Biol 361 Microbiology (Sanitation)** 3 cr.

This course is a study of microscopic forms of life, both plant and animal, which are commonly encountered in biological work. Some emphasis is placed on the study of disease-producing species of man and his domesticated animals. Methods of culturing forms used in high school teaching are studied. Two hours lecture and three hours laboratory per week.

## SOCIAL SCIENCE DEPARTMENT

RAYMOND L. LEE, Chairman of Department

STEVEN CORD  
CLYDE GELBACH  
RICHARD F. HEIGES  
ROBERT M. HERMANN  
C. M. JOHNSON  
JANE S. MERVINE  
ROBERT L. MORRIS  
ESKO NEWHILL

WILLIS J. RICHARD  
MERLE J. RIFE  
JOHN R. SAHLI  
WALTER T. SHEA  
BERT A. SMITH  
LOUISE E. SWEET  
ALBERT J. WAHL  
FLORENCE WALLACE

The department of Social Science serves two functions. First through courses required of all students as part of the general education program of the college, it seeks to develop effective citizens and to acquaint students with the patterns of American culture within which they will live and work as teachers. Second, for students who show special interest and competence in the social sciences the department provides a program of studies that will equip them to teach history and the social studies in the secondary school.

A student may elect history or social studies as his major field of specialization. Thirty-nine semester hours of departmental course work is required for graduation in Social Science; thirty hours in history.

## COURSES REQUIRED OF MAJORS HISTORY

Major Field .....30 s. h.

(Students select at least one course from each major subdivision beyond general education requirements.)

### UNITED STATES HISTORY

SS 301 History of the United States and Pa. I	3 cr.
SS 302 History of the United States and Pa. II	3 cr.
SS 360 Special Studies in History	3 cr.
SS 361 Contemporary United States History	3 cr.
SS 362 Social-Intellectual History of the United States	3 cr.
SS 363 Diplomatic History of the United States	3 cr.
SS 364 Great Personalities in History	3 cr.
SS 365 History of Pennsylvania	3 cr.

**EUROPEAN HISTORY**

SS 201 History of Civilization I	3 cr.
SS 202 History of Civilization II	3 cr.
SS 371 Renaissance and Reformation	3 cr.
SS 372 History of Europe: 1600-1815	3 cr.
SS 373 History of Europe: 1815-1914	3 cr.
SS 374 History of the Twentieth Century World	3 cr.

**REGIONAL HISTORY**

SS 375 History of the Far East	3 cr.
SS 376 History of the Middle East	3 cr.
SS 377 History of Latin America	3 cr.
SS 378 History of England	3 cr.
SS 379 History of Russia	3 cr.

**SOCIAL SCIENCES**

Major Field .....39 s. h.

(Students elect 39 semester hours with at least one course in each division and six hours in four of the five subdivisions listed below.)

**ANTHROPOLOGY-SOCIOLOGY**

SS 251 Principles of Sociology	3 cr.
SS 331 Contemporary Social Problems	3 cr.
SS 332 Racial and Cultural Minorities	3 cr.
SS 333 Juvenile Delinquency	3 cr.
SS 334 Population Problems	3 cr.
SS 335 Social Stratification	3 cr.
SS 336 Primary Interaction	3 cr.
SS 410 Introduction to Anthropology	3 cr.
SS 411 Cultural Anthropology	3 cr.
SS 412 World Ethnography	3 cr.
SS 413 Pre-History	3 cr.

**ECONOMICS**

SS 240 Principles of Economics	3 cr.
SS 341 Industrial Relations	3 cr.
SS 342 Contemporary Economic Problems	3 cr.
SS 343 Economic Analysis	3 cr.
SS 344 Public Finance	3 cr.
SS 345 Money and Banking	3 cr.
SS 346 Economic Development	3 cr.
SS 347 History of Economic Thought	3 cr.

**HISTORY**

SS 201 History of Civilization I	3 cr.
SS 202 History of Civilization II	3 cr.
SS 301 History of the United States and Pa.	3 cr.
SS 302 History of the United States and Pa. II	3 cr.
SS 360 Special Studies In History	3 cr.
SS 361 Contemporary United States History	3 cr.
SS 362 Social-Intellectual History of the United States	3 cr.
SS 363 Diplomatic United States History	3 cr.
SS 364 Great Personalities In History	3 cr.
SS 365 History of Pennsylvania	3 cr.
SS 371 Renaissance and Reformation	3 cr.
SS 372 History of Europe: 1600-1815	3 cr.
SS 373 History of Europe: 1815-1914	3 cr.
SS 374 History of the Twentieth Century World	3 cr.
SS 375 History of the Far East	3 cr.
SS 376 History of the Middle East	3 cr.
SS 377 History of Latin America	3 cr.
SS 378 History of England	3 cr.
SS 379 History of Russia	3 cr.

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**PHILOSOPHY**

SS 420 Introduction to Philosophy	3 cr.
SS 421 Logic	3 cr.
SS 422 Ethics	3 cr.
SS 423 Political Philosophy	3 cr.
SS 424 History of Philosophy	3 cr.
SS 425 American Philosophical Thought	3 cr.
SS 426 Aesthetics	3 cr.

**POLITICAL SCIENCE**

SS 350 Public Administration	3 cr.
SS 351 Legislative Process	3 cr.
SS 353 American Political Parties	3 cr.
SS 354 Metropolitan Problems	3 cr.
SS 355 Comparative Government	3 cr.
SS 356 State and Local Government	3 cr.
SS 357 International Relations	3 cr.
SS 358 Contemporary Political Problems	3 cr.
SS 359 American Constitutional Law	3 cr.
SS 401 American Citizenship	3 cr.
SS 423 Political Philosophy	3 cr.

## GENERAL EDUCATION COURSES

(Required of all students)

### SS 202 History of Civilization II

3 cr.

This course deals with man's development from 1600 to the present. Among the topics discussed are: The Commercial Revolution; the Age of Reason; the Age of Revolution — political, economic, and social; the rise of constitutional governments; nationalism and the clash of cultures incident to the growth of empire. Considerable attention is given to democracy, capitalism, communism, fascism, and socialism as the major ideologies of the nineteenth and twentieth centuries. The course concludes with an examination of the various formulas for world order proposed or attempted since 1900.

### SS 401 American Citizenship

3 cr.

This course is largely concerned with our Federal and State governments. Emphasis is placed upon the constitutional basis of government, organization and structure of government, division of governmental powers, Federal and State relations, public finance, organization and role of political parties, and the place of the citizen in government. In a study of the functions and services of government, attention is given such problems as foreign policy and world relations, economic and social security, and the promotion of the general welfare.

### SS 420 Introduction to Philosophy

3 cr.

A survey of basic issues and fundamental concepts. Designed for the beginning student, this course aims at the development of a critical attitude toward the major "isms" of philosophy. Emphasis is placed upon an understanding of problems in the field, rather than upon individual thinkers.

OR —

### SS 421 Logic or SS 410 Introduction to Anthropology

3 cr.

### SS 302 History of the United States and Pennsylvania II

3 cr.

A course in the history of the United States and Pennsylvania from about 1865 to the present in which the industrialization of America, urbanization, the rise of organized labor, and the development of a distinctly American culture are stressed. Attention is also given to the political, economic, and social reform movements of this period in our history as well as to the increasing role of the United States in world affairs.



**ANTHROPOLOGY-SOCIOLOGY ELECTIVES****SS 251 Introduction to Sociology 3 cr.**

Sociology is the science of the structure and functioning of human groups. Taking culture concepts and social institutions as its basic materials, it explores the content, methodology, and interrelationships of those studies seeking to record and explain man's social behavior in the modern world. Problems of social change, and the attendant efforts to direct and control such change, are integral parts of the course.

**SS 331 Contemporary Social Problems 3 cr.**

A course which explores pressing social issues and the solutions offered for their alleviation. Within its scope fall race and minority discrimination, juvenile delinquency, crime, family disintegration, personal maladjustment, population shifts, the role of culture, the nature of social change, and the possibility of social planning. Problems are defined and solutions are explored in the light of historical, political, economic, social, and anthropological data. Prerequisite: Principles of Sociology.

**SS 332 Racial and Cultural Minorities 3 cr.**

A study of national, racial and religious minorities and divergent heritages in our national life. Prerequisite: Principles of Sociology.

**SS 333 Juvenile Delinquency 3 cr.**

Principal topics are the cause of delinquency, its forms, consequences, and the methods that may best be used in its prevention. Prerequisite: Principles of Sociology.

**SS 334 Population Problems 3 cr.**

The focus is upon population growth and distribution. The present "population explosion" will be a topic of central interest. Prerequisite: Principles of Sociology.

**SS 335 Social Stratification 3 cr.**

A study of social status patterns and social mobility. Determinants of social class divisions and the consequences of class distinctions for individuals and society will be discussed. Prerequisite: Principles of Sociology.

**SS 336 Primary Interaction 3 cr.**

The relationships between types of family interaction and extrafamilial problems is emphasized, as well as the impact of social change on the structure and functions of the family. Prerequisite: Principles of Sociology.

**SS 410 Introduction to Anthropology** 3 cr.

A general introduction through case studies to the concept of culture, and to the structure and diversity of cultural systems throughout the world.

**SS 411 Cultural Anthropology** 3 cr.

A survey of problems and theories in the science of culture. Each student makes a study of a particular major anthropologist or theoretical approach. Prerequisites: SS 410, and either SS 412 or SS 413.

**SS 412 World Ethnography** (Comparative Cultures) 3 cr.

A study of the adaptive diversification of cultures; cultural ecology is the fundamental theme, with emphasis on a particular major culture area of the world. Each student studies one culture intensively. Prerequisite: Introduction to Anthropology.

**SS 413 Pre History** 3 cr.

A survey of the evolution of man and culture in the Old and New World from the earliest fossil and cultural forms to the Archaic Civilizations. Prerequisite: Introduction to Anthropology.

### ECONOMICS ELECTIVES

**SS 240 Principles of Economics** 3 cr.

A course in which a study is made of the major areas in the field of economics; production, exchange, distribution, and consumption. Special consideration is given wages, interest, rent, profits, price determination, money and banking, and national income.

**SS 341 Industrial Relations** 3 cr.

A study of the problems involved in the relations between the workers and management in a dynamic industrial society, and the economic aspects of the solutions of these problems proposed or attempted by labor, management, and the government. Prerequisite: Principles of Economics.

**SS 342 Contemporary Economic Problems** 3 cr.

A course which briefly analyzes the world-wide clash of Communism, Socialism, and Capitalism, and examines in some detail the contemporary internal problems of American Capitalism. Controversial problems implicit in the rise of big business, big labor, big agriculture, and big government are explored, and proposed solutions are examined. Students are encouraged to reach tentative individual conclusions on the basis of their independent study. Prerequisite: Principles of Economics.

**SS 343 Economic Analysis** 3 cr.

An analysis of prices, output and distribution with application to current problems of economic policy. Prerequisite: Principles of Economics.

**SS 344 Public Finance** 3 cr.

A survey of the revenues, expenditures and debt operations of governments. Special attention will be given to the different requirements and character of the Federal government and of state and local units respectively. Prerequisite: Principles of Economics.

**SS 345 Money and Banking** 3 cr.

A study of the history and present state of the American monetary and banking system. The Federal Reserve System, instruments of credit control, proposals for monetary reform and the relationship between money and economic stability will be covered in the course. Prerequisite: Principles of Economics.

**SS 346 Economic Development** 3 cr.

An empirical and theoretical analysis of the nature of the economic growth of nations. Special emphasis given to the problems of underdeveloped countries. Prerequisite: Principles of Economics.

**SS 347 History of Economic Thought** 3 cr.

Presenting a study of the fundamental contributions which outstanding economists have made to economic ideas. Prerequisite: Principles of Economics.

## HISTORY ELECTIVES

**SS 201 History of Civilization I** 3 cr.

A survey course presenting in integrated form the origin and development of man's major political, social, economic, religious, aesthetic and intellectual institutions from preliterate times to approximately 1500 A. D. Including the Oriental and Near Eastern cultures as well as the more familiar Greek, Roman, and Germanic contributions to world society, the course deals with broad historical movements rather than with the details of individual peoples and nations.

**SS 301 History of the United States and Pennsylvania I** 3 cr.

A course covering the period in American history from the discovery of America to about 1865 with emphasis on the history of Pennsylvania. Special attention is given to the colonial foundations

of our nation, the emergence of our Federal Union, the rise of an American culture, territorial and economic growth of the United States, the rise of political democracy, social reform, and the controversy over sectionalism and slavery.

**SS 360 Special Studies in History** 3 cr.

Selected periods or problems for intensive study.

**SS 361 Contemporary United States History** 3 cr.

A course devoted to the analysis of the fundamental changes in American culture since 1900. In evaluating social, intellectual, economic, and political developments since the era of the "Full Dinner Pail," the United States is studied as a product and as a part of the world community of nations. Foreign policy is interpreted as the pursuit of American interests under the conditions imposed by contemporary international politics.

**SS 362 Social -Intellectual History of the United States** 3 cr.

A study of the social and intellectual factors which have helped to shape modern America. The ideas characterizing the various periods of American development will be studied in themselves and through their influence on the course of practical affairs.

**SS 363 Diplomatic History of the United States** 3 cr.

This course traces the history of our foreign relations from the American Revolution to the present. Emphasis is placed on those principles and major policies upon which our foreign policies are based.

**SS 364 Great Personalities In History** 3 cr.

The study of selected phases of history through the lives of outstanding personalities.

**SS 365 History of Pennsylvania** 3 cr.

A study of the founding and development of Pennsylvania from its colonial beginnings to the present time. Emphasis is placed on the social, economic and political developments in the different periods of its history. Special attention is given to the diversity of the people, their institutions and problems and the growth of Pennsylvania to a leading position in our modern industrial world.

**SS 371 Renaissance and Reformation** 3 cr.

This is a course dealing with the study of the Renaissance, with reference to the artistic, literary, scientific and political aspects, and the vital personalities motivating them; the Reformation as it affected the religious, economic, and political development in Europe. Particular attention will be given to the educational ideas of Erasmus and other reformers in this period.

**SS 372 History of Europe: 1600-1815**

3 cr.

This course examines important political, economic and cultural developments from 1600 to 1815. Among the topics emphasized are the scientific and philosophical revolutions, the Enlightenment, government by divine right, the English and French Revolutions, and the Napoleonic Era.

**SS 373 History of Europe: 1815-1914**

3 cr.

A comprehensive study of the factors contributed by the European people in their national organization through their political, social and economic activities. The understanding of the casual and inter-group relationships are essentially basic to analysis and interpretations of the difficulties facing the European world today.

**SS 374 History of Twentieth Century World**

3 cr.

This course examines political, economic, social and intellectual trends in the world since 1900, with a major emphasis on European contributions. Consideration is given to the causes and results of twentieth century warfare and the search for international order and stability.

**SS 375 History of the Far East**

3 cr.

A survey of the development of the peoples of China, Japan, India and adjacent territories for the purpose of gaining an understanding of their contemporary problems and ways of thinking as they relate to current world affairs. Special emphasis is placed on the impact of the West as a conditioning factor in the development of the Far East in modern times.

**SS 376 History of the Middle East**

3 cr.

This course is a study of the Ottoman Middle East and its lack of political unity resulting from the rise and development of Arab, Turkish, Zionist and other nationalist movements. Special attention is given to the effect of these movements upon the contemporary history of the Middle East and to the significance of that area in current world affairs.

**SS 377 History of Latin America**

3 cr.

The course surveys the development of the Latin American countries from the period of discovery to the present. The economic, social, political and cultural areas receive special attention first as domestic problems, then as they are related to the various political units involved. The influence of European and American relations as they are reflected in local changes are given consideration.

**SS 378 History of England****3 cr.**

This course traces the growth of the people and institutions of England from the conquest by the Anglo-Saxons to the present. The emphasis is placed on the development of these factors that give rise to the struggle and events that culminated in the establishment of the democratic principles and organizations in both the British Commonwealth and elsewhere in the modern world.

**SS 379 History of Russia****3 cr.**

A general survey of Russian history, culture and institutions. Special consideration is given to the study of those historical forces which were formative of the Revolution of 1917. Consideration is also given to post-Revolution Russia.

**PHILOSOPHY ELECTIVES****SS 422 Ethics****3 cr.**

A study of important ethical theory — the nature of goodness — the meaning of value. The works of both classical and modern philosophers are examined, together with the implications of their views for religion and the sciences. The student is encouraged to make application of each theory to current moral problems.

**SS 421 Logic****3 cr.**

Deduction and induction — the formal rules of thought: meaning and definition, fallacies, the syllogism, the relations between propositions — and the methods of science: the process of problem solving, the verification of hypotheses, the demonstration of theorems, the weighing of values. Attention is also given to certain major epistemological positions.

**SS 423 Political Philosophy****3 cr.**

An examination of major theories of political organization. Such major works as Plato's *Republic*, Aristotle's *Politics*, Hobbes' *Leviathan*, Rousseau's *Social Contract* and Locke's *Treatises on Government* are studied. (See also Political Science Electives.)

**SS 424 The History of Philosophy****3 cr.**

Great men and movements in western philosophy from the pre-Socrates period to the present. The course follows a chronological order, examining the whole thought of selected major philosophers, as well as the world-views of their times.

**SS 425 American Philosophic Thought** 3 cr.

A study of the more original and influential philosophies developed in America from the Colonial period to the present, and of the men who voiced them.

**SS 426 Aesthetics** 3 cr.

Studies in the meaning and value of aesthetic experience. The nature and significance of art — its role in human experience. Theories of art from Plato to Dewey are examined and discussed critically. Prerequisite: Introduction to Philosophy.

**POLITICAL SCIENCE ELECTIVES****SS 350 Public Administration** 3 cr.

A study of the organization and methods of governmental administrative agencies. Attention is given to organization principles, recruiting and training of personnel, administrative procedures, problems of bureaucracy in a democracy, and case study of public administration.

**SS 351 The Legislative Process** 3 cr.

A functional study of legislative bodies and the process of legislation, covering the organization of legislative assemblies, operation of the committee system, procedures, bill drafting, aids, and controls over legislation.

**SS 353 American Political Parties** 3 cr.

This course will trace historically the development of American Political Parties. Major emphasis will be placed on modern party developments since 1900.

**SS 354 Metropolitan Problems** 3 cr.

Analyzes the multiplicity of problems facing our metropolitan areas. Contemporary developments such as urban renewal, the shrinking tax base, federal aid to cities, subsidized mass transit, municipal authorities, and political consolidation are examined. Pennsylvania municipalities are contrasted with those of other states.

**SS 355 Comparative Government** 3 cr.

A course in which the major foreign democratic and authoritarian governments are analyzed. Emphasis is placed on the governments of the Soviet Union, England, France, Italy, Germany, China and Japan. Comparisons and contrasts are drawn between these governments and the government of the United States.

**SS 356 State and Local Government****3 cr.**

This course deals with the history, organization, structure and function of the major types of city government in the United States. Consideration is given to the development of modern administrative techniques and methods as they apply to municipalities. The prevailing forms of government and administration used by boroughs and townships in Pennsylvania are surveyed.

**SS 357 International Relations****3 cr.**

This course gives consideration to the origin and growth of international law and the development of international organization. An analysis is made of the structure and functions of the United Nations. Emphasis is placed on the role of the United Nations in contemporary world affairs.

**SS 358 Contemporary Political Problems****3 cr.**

This course emphasizes the dynamics of government as they are evidenced in public opinion, pressure groups, political parties and our governmental institutions. Attention is also directed toward the political-economic nexus within American society.

**SS 359 American Constitutional Law****3 cr.**

Through the decisions of the United States Supreme Court the development of constitutional law is studied. Attention is given to the legal terminology, the history, and the philosophy significant in an understanding of American jurisprudence. Emphasis is given to the influence of legal interpretations on the political, social, and economic life of the nation.

**SS 423 Political Philosophy****3 cr.**

An examination of major theories of political organization. Such major works as Plato's *Republic*, Aristotle's *Politics*, Hobbes' *Leviathan*, Rousseau's *Social Contract* and Locke's *Treatises on Government* are studied. (See also Philosophy Electives.)



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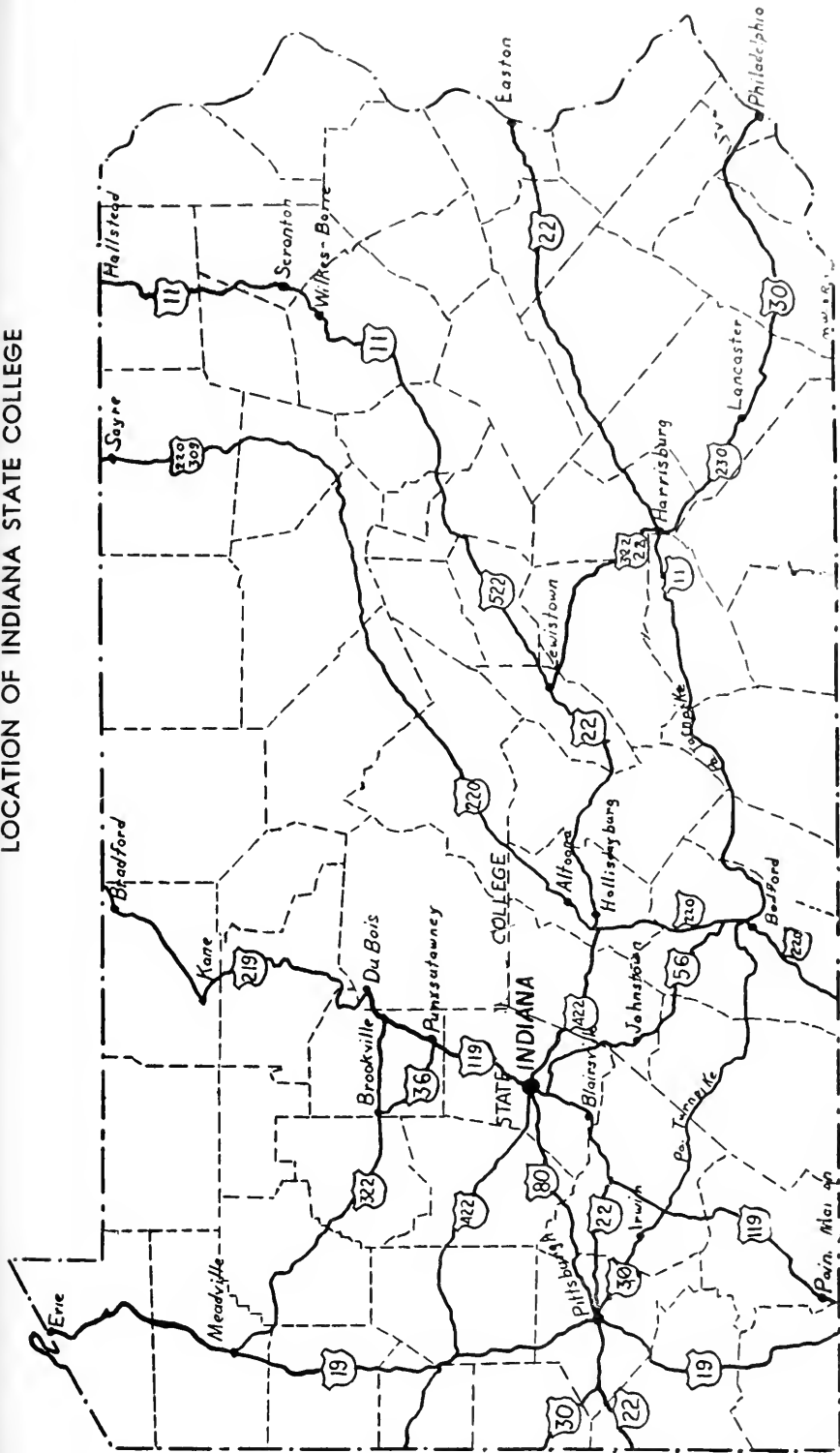
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# LOCATION OF INDIANA STATE COLLEGE



ROUTE 80 IS NOW ROUTE 286

The State College at Indiana, Pennsylvania offers  
curricula preparing teachers in a variety of fields.

Art	History
Biology	Home Economics
Business	Mathematics
Chemistry	Music
Dental Hygiene	Physics
Dramatics	Public School Nursing
Driver Education	Russian
Elementary	Safety Education
English	Science
French	Social Studies
Geography	Spanish
German	Speech Correction













